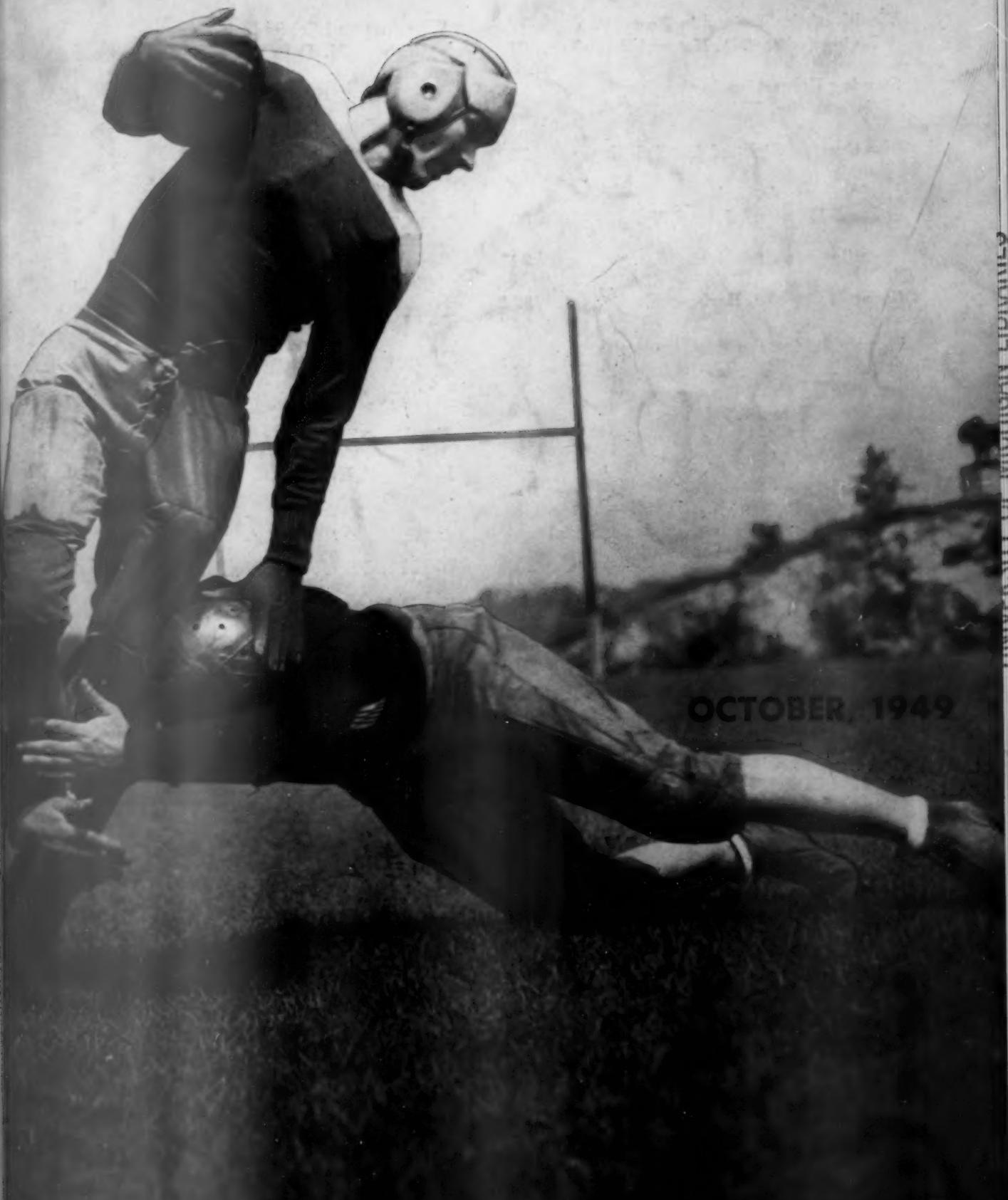


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# Recreation



OCTOBER, 1949

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on  
the  
Cover



Tackled! What a blow to the team and  
to the fans on the sidelines who were  
rooting for that winning touchdown.  
Photograph by Ewing Galloway, New  
York City.

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# Recreation

OCTOBER 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

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## Wealth of the Nations in Recreation Living

WHEN ADAM SMITH wrote at length on the wealth of the nations, he referred to the necessity of building up the physical resources of the nations of the world so that there may be adequate standards of nutrition, shelter, clothing. There is no question, of course, of the need for such endeavor. This necessity, however, is only part of the picture. Savages in the wilderness are unwilling to go on fishing and hunting and piling up material goods that are doomed to spoil when they know that they can make no possible use of these goods. The savages turn then to the painting of their canoes and their paddles and to the development of their various art forms. Sometimes savages have been wiser than civilized peoples in their recognition of the value of the daily satisfactions of living.

If we are to think in terms of the piling up of real wealth, we cannot neglect recreation and the arts. We cannot neglect what gives most permanent and enduring satisfaction to the souls of men. Music and sport and art, as well as religion, have been sought by almost all men everywhere. If we wish to pile up enduring wealth, we must provide for such growth of the human spirit throughout the world that the spare moments always shall have possibility of being filled with richly satisfying action or meditation.

It is the task of the recreation movement throughout the world to help build up the accumulated wealth of culture, so that life itself may be recognized to have much greater values, so that life will not be held so cheap.

HOWARD BRAUCHER.



# S~~Y~~ STARTING RECREATION in

• THE HISTORY of the recreation movement in the small community is following, to a great extent, the pattern of growth of the larger cities a generation ago. A community starts with a summer outdoor program for children and youth, with funds raised from contributions, and with leadership wherever it can be found. Progress to a year-round, varied program with skilled direction varies, but some guides to success are becoming evident. Two small communities in Michigan serve as examples of this growth.

Flushing is a two thousand population village, ten miles from Flint. Prior to the summer of 1948 it had—for some years, at least—no planned recreation program of any kind. A year ago, however, it raised a thousand dollars for summer activities from individuals and civic organizations. The program was so successful that the responsible group was confident of enough support to insure a start on a year-round program this year.

Fremont, somewhat larger—3,100 people—is the business center for a considerable area; is in a farming and resort part of the state. It has had a summer program and a teen-age center under part-time leadership for some years. Last spring the city government and the board of education

adopted a joint plan for a comprehensive recreation program, raised a budget of \$8,500 and employed a full-time, year-round executive.

The developments in these two small cities came in a similar manner. In both, a civic group—a Community Council in Flushing and a Chamber of Commerce in Fremont—decided that recreation was an immediate community need. They both consulted recreation authorities, including directors of programs in Flint and Grand Rapids, a district representative of the National Recreation Association, and a consultant on recreation from the state university. As a result of suggestions received, a recreation survey committee was appointed in each case, with membership widely representative of civic groups and interests. Facts were gathered by this committee on forms furnished by the recreation consultant. These were supplemented and interpreted by him, and recommendations discussed and adopted. Then the survey was presented at a community meeting, called by the sponsoring group, and mimeographed copies were distributed. An action committee was appointed to put the immediate recommendations into effect.

All this is quite different from what happens in

many small communities preliminary to a recreation program. Frequently there is a jump into action without any study of local conditions and needs. A civic group gets the idea from a neighboring city, from a visiting speaker or an article in a national publication, votes some funds or conducts a campaign to raise a budget, and announces a program. This occurs about two weeks before school closes and someone from the school staff, or a college boy or girl home for the summer, is employed. With no study or planning, with inexperienced leadership, with a program that apes the larger city, the village has too often jumped from talk into action without careful study and planning. That under such conditions there should have been any results is a tribute to the local need for recreation activities and to the innate resourcefulness of our small communities.

Experience in meeting community needs through cooperative planning and action is becoming more common, and resources for recreational guidance for smaller places are increasing. Indiana, Ver-

reason for this is that as widely representative a group as possible should be in on the planning. Too many very valuable and authoritative surveys are gathering dust without results because they were made by an individual for a small group and presented to the community on a "take it or leave it" basis. Often it has been left.

On the other hand, a recreation survey involves many people. The listing and description of all possible facilities, public and private, schools, churches and lodges; the programs of all existing school clubs, church clubs, organizations for boys and girls, hobby clubs, athletic groups and social clubs; a questionnaire as to things people are doing or want to do in their leisure time—all this is information of a nature that can be secured by volunteers. Such volunteers have been found in high school civic classes, chamber of commerce committees and parent-teacher associations.

There should also be community-wide participation in the conclusions and recommendations as well as in the securing of facts. A local study

## in the SMALL COMMUNITY

mont, California, North Carolina, Minnesota, Illinois, Michigan, Colorado, Georgia, Missouri, Nebraska, New York, Pennsylvania, Tennessee, Virginia, and Washington are among the states which now have field service available to help such developments; in fact, some kind of assistance is available to communities in thirty-five states. This does not include the services which are available to communities in more than forty states through extension workers from the state colleges of agriculture. Also, in many states there are state recreation associations whose members are willing to advise communities establishing a recreation program.

Any program involving public support, whether from tax funds or from subscription, presupposes a more or less vocal and informed group of adherents. An individual may first realize the possibilities of a community-wide recreation program, but until he secures the backing of an existing civic organization or develops a new supporting organization through his own efforts, there is little likelihood of progress. This stage of "talk," or arousing interest in the subject as a whole, should precede the stage of study, or application of general principles to the specific local conditions. The

committee with a membership representative of every social, racial and economic strata, as well as of public boards and of every civic group, should have an opportunity to discuss and advise on the recommendations, their relative importance and their practicability. Committee members' responsibilities should include their own approval as individuals, and their interpretation for the groups they represent. Such study and recommendations in the small community need not be a time-consuming task. Two or three months should be long enough and the results in understanding and support amply justify the undertaking.

Only after this study is completed does the campaign for action take place. This may well be in the hands of another committee. Some people may be willing and helpful on a study committee who

**William G. Robinson**

*Assistant in community organization, with the University of Michigan Extension Service.*

would have no weight in appealing for funds to a governing body or a large contributor—and vice versa. The study should recommend a method of support which will depend on the legal status of recreation, which varies to some extent from state to state. There are enough successful examples of county programs meeting rural and small community demands to warrant a consideration of this plan—Jefferson County, Kentucky, and Bay County, Michigan, are examples. There are examples of township support of recreation. Support from boards of education and village governments is most frequent.

The job of the action or campaign committee is to capitalize on the interest and support aroused during the talk and study stages to secure the necessary facilities and financing. The type of campaign may vary from the mere appearance of a committee before the village council or board of education to a house to house canvas for funds.

The final step in the organization of the recreation program is the employment of leadership. In the size community under consideration this can seldom be full-time, year-round. As a part-time responsibility, it often ties up with the school, and usually someone from the school staff is employed. It is taken for granted, of course, that he is capable of conducting a recreation program. All too often, however, he knows nothing of the activities for children, has no appreciation of the place of

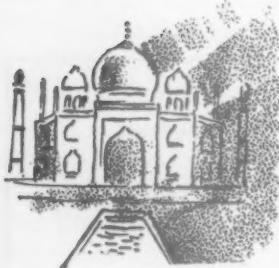
crafts, music and nature lore in a program, has had no experience in securing volunteers or in community organization. And, of course, he does not draw the younger children or girls into activities. In such a situation, therefore, and until the teacher-training institutions include such material in their courses, this training will need to be given "on the job." Some states are beginning to conduct state-wide recreation conferences or institutes under the leadership of trained recreation workers.

Every effort should be made to have both a man and a woman on the staff, however small the community. Only in this way will both boys and girls and the various age groups be reached.

In general, that recreation program is best rooted and grows most surely which starts with comparatively few activities, is well planned and adapted to the community, determined upon after study and interpretation, and under mature leadership, combining personality and experience. In the small community the start is usually a summer program. But it doesn't stop there. In Fremont, mentioned in the beginning of this article, the summer program has grown to a well-rounded, year-round program. In Flushing a committee is at work planning to extend its successful summer activities to the rest of the year. So the pattern unfolds—talk, study, action; a few activities well done; a gradual development until all ages have recreation opportunities at all times.

## *The Greatest Sight of All*

I've seen the Taj Mahal at night  
When moonlight bathed its towers,  
I've seen a field whose acres vast  
Were blanketed with flowers,  
I've seen the finest thoroughbreds  
In turfdom's greatest race,  
But what is there that can compare  
With a youngster's smiling face.



The world may have its vistas grand,  
Its sky with shades so rare,  
The sort of views that artists skilled  
Would reproduce with care,  
But who has yet, with mortal hand,  
Been able to replace  
The precious light that's in the sight  
Of a youngster's smiling face.

Now let us all be thankful  
For lakes and fields and woods,  
Enjoy, protect, and cherish them  
As God believes we should,  
But we can be most thankful  
That He should have the grace  
To give to us a greater trust,  
A youngster's smiling face.

—BOB KRESGE, *Superintendent of Recreation in Butler, Pennsylvania.*



JOE WILSON

and

JOHN LILLY



## SPORTSMEN'S CLUB

• To round out the recreation program in Lodi, California, and to instill in our youngsters an appreciation for game and other people's property, the Lodi Junior Sportsmen's Club was organized. Within a year, the club has grown from the original twenty-two members to over two hundred. The first meeting was held in a small room in the Congregational Church. As our membership increased, we moved first to an elementary school little theatre, and finally to a larger auditorium in the city.

The general aims of the club are to instill in the members good sportsmanship, to help prevent juvenile delinquency, and to teach the boys general safety measures intended to reduce the number of hunting and fishing accidents. More directly, the club aims to provide activity for boys not eligible for competitive sports—including boys who are physically handicapped.

Another aim is to provide leadership during the age in which they need additional active physical outlets. Between ten and fifteen years of age, boys are most likely to get into trouble. Having out-

*Mr. Lilly is the superintendent of recreation in the city of Stockton, California, which is located near Lodi.*

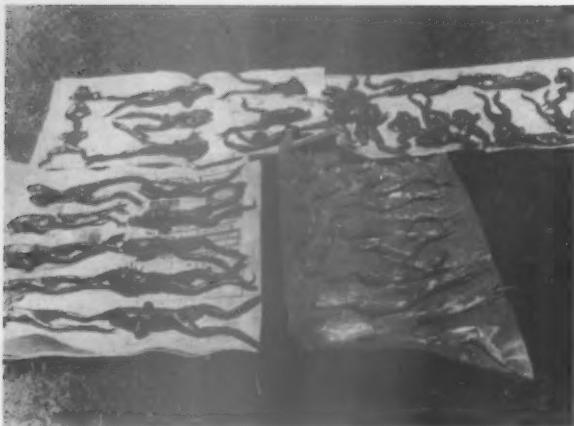


grown childhood games, their active minds are constantly open to new ideas. They also require more of a physical outlet than they do at an older age. The close relationship between the director and the boys makes this latter aim more possible. Closely associated with these aims is the attempt to bring about a friendlier relationship between boys of varying social and racial status.

The membership requirements are very simple. The club is open to all boys between the ages of ten and fifteen. It was necessary to exclude older boys interested in joining the club as the variance in their ages diversifies interest and abilities.

There are no membership fees or dues, as very little expense is incurred by the club's activities. The club is sponsored by the recreation department and, therefore, has access to city and school facilities. The club treasury is maintained through special fund-raising activities, such as paper drives and scrap collections. The money is then used for necessary equipment such as toboggans, traps and fishing equipment to be loaned to members.

The club is divided into sections of from ten to fifteen boys. Section memberships are determined mainly by the areas in which the boys live. Allowances are made for close friends to be in the



same section. Younger boys are placed in sections where they receive the guidance of older boys. Members name the sections after animals, such as Foxes, Skunks, Rattlesnakes and Buffaloes.

During the summer months, each section goes on a field trip one day of the week. On Saturday, the entire group takes to the fields. Meetings are held twice monthly, on alternate Thursday nights, featuring either a guest speaker or hunting and fishing movies. The films are obtained through publicity departments of various states and Canada. At these meetings, current club activities are discussed and plans made for future events. An important and interesting report of each meeting concerns the activities of the Senior Sportsmen's Club.

One of the major objectives of the club is to qualify each member in first aid. Special meetings are held at which the boys are taught emergency precautions and general procedure in first aid. On a field trip at least every other boy is equipped with a first aid kit.

Every member is required to learn how to swim. For those who have not mastered aquatic fundamentals, weekly swimming classes are held in the high school pool. At the present time, less than five percent of the boys are unable to meet the swimming requirements, and this minority group is made up of relatively new members. For the advanced swimmers life saving techniques are taught. Other water safety activities include boating and canoeing lessons given at Lodi Lake Park.

Another major activity of the club is the study of Indian lore. General information is obtained from movies shown to the club and from visits to museums. Frequent trips are made to the numerous local Indian burial grounds. Many of the boys

have excellent collections of Indian arrowheads, spearheads, beads and household utensils.

Nature study also forms an invaluable part of the club's activities. On visits to museums and zoos, the boys see and study historical relics and learn of the animals which were native to this area. As a result of these field trips, follow-up studies are made at meetings, and members collect bird wings, nests and insects.

Woodsmanship or pioneering is included in nature study. Boys learn how to determine directions to avoid getting lost and how to figure out the time of day. General camping aids are taught, such as the ways of building fires, cooking meals, making shelters and bough beds, and good practices. The boys also study the lore of the woods, learning to recognize the various animal tracks and other signs of animal life.

Fishing is one of the most popular and important phases of the club program. Prior to taking organized fishing trips, the boys make a study of the fish to be found in the area. Instructions are given on correct techniques in the care and use of equipment and methods to be followed in catching various species. The proper care, cleaning and preservation of fish are also learned. Throughout the summer months, there are numerous expeditions to the various fishing areas adjacent to the Lodi area. These include overnight camping trips to trout streams. Black and striped bass, perch, crappies, sunfish, catfish and trout are proudly brought home properly cleaned. Mothers and dads appreciate this latter accomplishment. In the future, it is hoped that some deep sea fishing trips can be arranged in the San Francisco bay area, to round out the boys' experiences.

Summer nights are spent in frog hunting. They are easy to catch. The boys enjoy the preparation, cooking and the social and gastronomical satisfactions of a frog's leg dinner.

Of prime importance, preliminary to taking part in the club's hunting activities, is instruction in general safety precautions and handling of guns. Various films are shown, demonstrating the care of guns and the proper methods of hunting. Mem-



bers are instructed in safety methods for accident prevention in connection with the lives of fellow hunters as well as their own lives. Instructions are given to the youthful hunters to recognize types and sizes of animals, so that animals protected by law will not be unnecessarily destroyed. They also are advised continually of the necessity of respecting the farmers' crops, fences and herds. Organized hunting trips are held, in which not more than two members are supervised by one instructor. In this way, the instructor is able to give his undivided attention to the young hunters.

Trapping is another of the club's major activities, and one in which all participate. Along with trapping techniques, detailed study is made of the wildlife available in the area, and the correct method of skinning, preserving, and tanning animal pelts. Trap lines are set out in the foothills and are checked twice a week. Members who are unable to buy their own traps may borrow them from the club's supply. As a rule, two boys work together as partners on each trap. Probably one of the greatest thrills is the anticipation of finding a catch. The boys are as excited over catching a rat as a fox. Arrangements have been made with a local taxidermist to have two boys work with

him, thus gaining firsthand, valuable information on the care of trophies. Boys will work with him for six month periods so that all will have a chance to receive this training.

In the eighteen months since its formation, the Lodi Junior Sportsmen's Club has received the wholehearted support of the public. Parents, in particular, are enthusiastic over the opportunity for their boys to gain knowledge and experience in woodsmanship. Many parents never had the opportunity to receive such experience in their own youth.

In the club we find democracy in action. Many nationalities are represented, including Americans, Chinese, Japanese, Mexicans and Filipinos. Boys of widely differing social, racial, and economic status develop a close sense of companionship through their common experiences. The active young boys, who might be spending their spare time looking for mischief, are kept so busy and interested in the activities of the club that they have no time to become engaged in other than healthy and supervised activities. Above all, the spirit of good sportsmanship, game conservation and respect for property is instilled in them in every phase of the program.

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Right now, one of the most pressing demands is for more and more good current magazines which can be distributed in foreign countries to libraries, schools, universities, organizations and other places where the interest in all things American seems to mount daily. In a few minutes, and for only a few cents, you can make a tremendous contribution to the cause of lasting peace. It costs just one and a half cents for two ounces to send printed matter anywhere on the globe and magazines need only to be rolled in brown paper, with open ends, and marked PRINTED MATTER. (*Why not take out an additional subscription for this?*)

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# Carnival Caravan



• TODAY WE too often tend to sit back and let events wash over us—a natural defense with so much happening, the refusal to be involved. But it isn't exciting, nor is it fun to remain forever the objective observer.

There are many ways of inviting participation, but two things must be overcome before an individual feels happy "taking part." First, he must be helped over his fear of making a mistake. Perfection has been emphasized until, as Burton James said, "The 'cult of the spectator' appears as one of the curses of our land, and the simple pleasure and emotional release derived from the creative spending of leisure time is frowned on and discarded because 'I cannot be as great as a Kreisler' . . ." Before you can have virtuoso of any kind you must have students willing to experiment, to laugh at themselves and to have the courage to make mistakes.

Second, the participant needs some notion of how to take part. Square dancing looks like great fun, but you hesitate because you need to know something about the calls. The real thrill comes, however, when you have learned enough to try a lively, difficult square.

We believe that people are happier and healthier when they have creative interests which they share with others. It is true that many "culture groups" fall apart, but this is because they don't have enough purpose, and don't demand enough of their members. The novelty wears off unless you keep learning and exploring and gaining in skill and understanding.

To introduce cultural activities with top-flight exhibitions and demonstrations, plus the showing of materials and instruction as to how such activi-

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*Miss Chapin, originator and organizer of the Carnival Caravan, is a former New York book designer.*

BARBARA CHAPIN

ties can be developed in your own community, is the work and purpose of the Carnival Caravan. This really is a mobile community center, designed to take creative recreation to rural communities.

The Caravan travels on special trucks which will set up in your town just as a circus does—giving local folks, among other things, an opportunity to: set type at a printing press; watch binding; examine fine book exhibits; browse; hear story hours, authors talk, reviews—the Bookbrigade; watch a play, act in short skits and charades; make up stories and dramatize them—the Playhouse Story Book; dance, sing, debate; give recitals; watch professionals do all these things; hear concerts—the Music Hall; see fine exhibits of art, crafts, industrial design; show their work; try their hand at weaving, pottery, drawing, painting; watch demonstrations, chalk talks—the Gallery; see foreign films, cartoons, documentary and training films; hear special records—the Cartoon House.

There are also places for recordings, puppet shows, strolling musicians; food stands for simple refreshments, and a play school where you can park your child with confidence.

## The Amateur

Let's be perfectly honest about one thing—the amateur and the professional worker will not be confused. You may pitch a mean curve in sandlot baseball, and have the time of your life doing it, but you don't expect to be asked to replace Bob Feller in the big league.

The Carnival Caravan will bring exhibits of the best work being done to remind you just how exciting and skillful this or that art can be. When you pick up a lump of clay, you are not expected to turn in a masterpiece, but you should enjoy the feeling of having some form grow beneath your fingers. Local work will be shown informally, and in every town will be found one or two craftsmen working at high professional standards.

In other words, some of the cultural advantages



**At Chautauqua children handled sculpture, saw potters work.**

available to city dwellers can now be enjoyed by the rural towns and villages that hang out the welcome sign for the caravan. In fact, the idea grew from a concern for the lack of opportunity afforded the rural child in the field of cultural learning.

Millions of our young people have never seen a play, never handled a musical instrument, never understood how a design is made before it becomes wall paper, dress material, or any of a hundred items which can bring into people's lives beauty or drabness, depending on their ability to recognize and understand the fundamental principles of art. Children, and adults too, crave excitement. Learning, if properly presented, and given proper respect, is more exciting than any other discovery a person can make. People ought to be reminded of the creative power which lies within each of us.

The Carnival Caravan, with headquarters in Wellsville, New York, was just a dream three years ago. Now it has been worked over, sifted, and studied until it is sound and practical as well as fun. It was tested last summer at "Carnival Caravan Day at Chautauqua; A Community Festival of Creative Recreation."

There children handled sculpture, watched potters do complete pieces, saw wool turn into material; they listened to records, and danced on the green; they saw a play, and heard a choir. Parents, coming because it was educational, went back for their children. Children, following the bright staff car, truck, troupe cars, and station wagon, went back to get their grandparents and friends.

The test proved beyond a doubt that such a program has immediate appeal. Now, with its full organizational plans of cooperation with churches,

schools, local, state and national groups interested in civic and agricultural programs; and with youth groups, and men's and women's clubs, and professional organizations backing the program in each locality, continuation of interests is assured support after the excitement of the caravan itself fades away.

Work is now in progress for a trial unit which will lay more stress on the integration of the various elements, for cultural training has proved to be a fine model for training in how to live a well-rounded life. As the program we take into the town will have balance and relationship, each art to another, so a town, in planning its program, should have balance and relationship between the various elements serving its citizens. When the test unit is underway, it can serve as a model for those anxious to see such a program in action.

#### **Needs and Solution**

Until then, what can be done? One thing is to look about your town and see what is lacking. Can't you expand some existing service by a lot of ingenuity, some time, and a little money? Does your library want a bookmobile? Does it have a children's collection? Maybe, as our town is now doing, a librarian can write a weekly column for the newspaper introducing, with humor, books which are far above the current level of local reading. What about a story hour?

Do you have art exhibits? Ithaca had an art week, and turned the main street into a gallery, with pictures and groceries side by side. Contests for window display are good chamber of commerce material, and also good for young designers who need encouragement and practice. Does your town have a well-designed modern house, and if not, why not? This kind of questioning can stretch into theatre work, into choirs, into square dancing, into the youth center—and why so few towns have a place where good food and dancing are combined to make a nice social center for the young people.

The Carnival Caravan doffs its hat to the immense job already being done in our country. One example is the square dancing which has suddenly become so popular, giving thousands in every section hours of happiness and relaxation. It didn't just happen, though, but lots of people think it did and are waiting now for something more "to come along." We want to take them a "tickler"—and we are looking forward to the time when we leave behind us in towns all over the country youngsters who say, as did one small boy studying an abstract painting at Chautauqua: "Gee, I never knew there was anything like that in the world. I'm going to take a whack at that myself."

# Recreation for the Orthopedically Handicapped Child

A talk by Susan Samuel, Director of Recreation of the New York Philanthropic League, given at the College of the City of New York

**A**TALK of this kind should be unnecessary—the subject should be recreation for *children*. While we don't have enough recreation facilities, we do have community centers, settlement houses and afternoon school playgrounds for the so-called normal child. It is true that these facilities are not closed to orthopedically handicapped children, but what chance have they at these centers? How are they received by the other children? What opportunities do they have, competing with children who have played in groups for years?

Let me give you a bit of back history on some of our handicapped boys and girls. Many have spent years of their young lives in hospitals and convalescent homes. They have had little or no schooling there. Their participation in group living or in active play has too often been limited to such things as sitting in a wheel chair, sewing, reading, singing or the like. They have never worked as a unit or a group. They have never helped in planning or running a community. At the most formative years of their adolescence, they are sent home from the hospitals and convalescent homes, back to their families, their schools and their communities. What preparation have they had for this new mode of living? None!

What happens? Maladjustment all around. They don't fit in at home; they don't fit in at school; and of course, they have no interest in the community. However, the settlement house looks more inviting to them than home or school; sounds of activity burst through the walls; singing, the noise of hammers and children laughing make such welcoming sounds. How could a child resist? Remember, the handicapped are anxious to be accepted, anxious to belong. So the child becomes courageous and enters

the settlement house—timidly, and with hesitation.

When questioned as to his likes or dislikes, he is at a loss. "Are you interested in crafts, art, music, dramatics, newspaper writing, debating?" asks the worker. "I don't know. I don't know what club I want to belong to," says the confused child, "but I want to belong, I want to try." And so he tries; but he has not been prepared and, therefore, gets his first serious setback in his attempt to become a member of the community. He does not know how to work in a group and, because he feels that he has nothing to offer to this community, because he is not readily accepted by the other children, he becomes sullen, discouraged, surly and a greater problem than ever before. How can this be rectified? What can be done to help him adjust and make a place for himself in our so-called normal world?

All children need recreation, need some place to go where they may have a chance to express themselves and to participate in planning and running a community. This desire is no different in the heart of the handicapped child. There we all agree. The New York Philanthropic League, in a small measure, is trying to do something about this community problem, and five years ago started a recreation group for orthopedically handicapped boys and girls.

Our group, the Carolians, originally started as an outgrowth of Camp Carola for girls at Spring Valley, New York. Children are recommended to us by the New York City Board of Education, organizations working with the handicapped child, and hospitals in the city. At the outset, let me make this point clearly: we do *not* wish to segregate orthopedically handicapped children, but, rather, to teach them group living; to familiarize them with

activities in the so-called normal community centers. We want to prepare them!

The Carolians meet on Friday and Saturday afternoons. On Friday, we discuss all topics of the day and, of course, information for the good and welfare of the orthopedically handicapped. On Saturdays, 175 to 300 children (depending on the weather), ages six to eighteen, come to our meetings from all parts of the city—Brooklyn, Manhattan, Bronx, Queens, and even Long Island and Staten Island.

For the first part of the afternoon, members go to the activity in which they are most interested—music, dramatics, arts and crafts, dancing or newspaper work. Our Junior Carolians, ages six to ten, have their own activities with all forms of recreation. We have well-trained group leaders for supervising each activity; we also have students from various colleges who receive field work credit for their work with us. Because we have so little time, the children work on central themes—called projects—in each activity. They work together for a final performance, at which time the entire community is invited.

For the second half of the afternoon, members assemble for the reading of the Friday discussion group minutes, and hold a regular business meeting. Every Saturday we have different entertainment, planned by the children with the help of the recreation director. The program consists of a concert, debate, lecture, amateur afternoon, mental whoopee, barn dance, games and so on. Each year the group elects its own president, vice-president, secretaries—recording, corresponding and at-home, treasurer and librarians. They have a regular constitution, with amendments to fit various needs, and committees.

In addition, community problems are considered and, as a result, we have contributed to the American Red Cross, the Urban League, the Sydenham Hospital Drive, the National Foundation for Infantile Paralysis. Lisa Sergio, famous radio commentator, has spoken to the group on the important role young people can play in current affairs.

Our activities away from the building include visits to the planetarium, theatre parties, and the like. Each season the newspaper group plans a tour of large newspapers in the city. Members are interested in seeing a newspaper in the making, although their own newspaper is mimeographed. In other words, our program consists of the same activities as those in the so-called normal community center.

When a child of our recreation group has made sufficient progress and has given indication that he

is ready for his neighborhood settlement house, the head worker there is called upon and given a resume of the child's abilities in our group. We suggest that the orthopedically handicapped child be admitted to the neighborhood settlement. Now the child is more sure of what he wants to do for himself and for his community.

We realize that we are crowding a great deal into a short time, but our results have been good, and we are hoping, before long, to have a building of our own and to put our program on a daily basis.

The Motor Service of the American Red Cross transports our non-ambulatory children twice a month. In this way, even the child in the wheel chair has an opportunity to participate in a normal program. We reach the home-bound child by sending him our monthly newspaper. He may also join our traveling library, make-a-friend-through-the-mail. Our visiting committee, comprised of the children and staff, visits these youngsters whenever possible. We also keep in close touch with our members confined to hospitals.

There are also monthly staff meetings which the students attend. Problems of the individual groups, and of the individual child, are discussed. While, on Saturdays, we are a recreation group, the "complete" child is always considered, and any special needs are carefully discussed with our director of social service during the week. Staff members and students also may consult with the recreation director during the week.

Why do these children come out to our meetings regularly, learning to use public conveyances? Why have parents, schools and community centers been so profuse in their praise of the job we are doing?

They come because they are getting a chance to do the things that *other* children do. Here they find security, understanding, friendship and a sense of belonging. Here they become part of a community, where they may help plan the success of that community. Therefore, the child's entire outlook changes. He is alive; he feels human; he has an interest; and this attitude which gradually comes to him is carried over to his home and to his school. He adjusts more readily to problems *away* from the group, and participates in all activities. No longer does the family have to worry about who is to stay home with Jimmy, or who will take him to the corner movies. Jimmy has things to do, some place to go, and now has his own buddies.

Our aim is to give these children a chance at growing up and the opportunity to show that, despite their handicap, they can become useful American citizens.

# An OPERETTA *in the* MAKING

DORA E. DODGE



MOST OF THE year the members of the music and drama clubs of the Worcester Girls Club take part in these activities for their own enjoyment, but every spring one well-staged production is given for the public. This is the Girls Club Annual Operetta, which has become so well-known in Worcester, Massachusetts, that tickets are usually requested before they go on sale, and often before the name of the operetta has been announced!

Most people do not realize how many girls benefit from participation in this performance, for it is not just a matter of choosing and training a special cast. As in all activities at the club, every girl has an equal share in the special training offered in music, dramatics and dancing, and from fifty to one hundred girls a year take advantage of this opportunity.

Directors of the music, dramatics and dancing departments cooperate to acquaint all the girls with all parts of the production. From October until January the training is general and, since no casting is done until the final weeks of rehearsing, any girl may try for a particular part but must be familiar with the entire operetta—songs, dances and spoken lines. Usually two or three complete casts emerge from the group, with several extras

*Author is executive director, Worcester Girls Club.*

for the very important parts.

In January, when things begin to shape up, mothers are asked to give their permission for the girls to participate in the final production, and to encourage the girls to attend rehearsals regularly during January, February and the first of March. The cooperation and interest of the mothers are very important. We do not want any girl to fail in school work because she has taken on extra responsibility, and only the mothers can let us know of this danger. Also, we do want every girl who would benefit by the training to have as much encouragement as possible from the home.

Costumes for the operetta are no expense to the girls since the costume room has a supply for the six operettas in the club repertoire. Worn-out costumes are replenished with the help of a costume committee, chosen from members and friends of the board and corporation of the Worcester Girls Club. These members are always present to help the small actors adjust their costumes before going on the stage.

This year the club gave a new production, an adaptation of "Alice in Wonderland," so that practically all costumes were new. About fifty women volunteered their time, dyeing, cutting and sewing madly for weeks, under the able direction of the costume chairman. The wide variety of costumes—including oysters, lobsters, a turtle and a life-sized egg—were designed by one talented member. Over seventy volunteers worked on some part of the production—tickets, costumes, ushering. Different groups of Worcester women do this each year, and this service tends to strengthen public relations for the club.

Since three performances of the operetta are given, every girl who really enjoys working hard in any one department has an opportunity to take a lead in one production, a minor part in another, and perhaps to sing in the supporting chorus of a third. This is excellent training in sportsmanship, as well as in acting. Although the girls meet only once a week over a five-month period, until final rehearsal dates are set, there is no loss of interest among this large group.

The first production of the operetta is free to all club members. The second production is for the parents and friends of members, and the third for board members, their children and friends. A small admission fee is charged during the last two performances, to cover the expense of costuming and properties. Anything in excess of costs goes to the Girls Club Camp Building Fund.

## *Comes from the Girls Club in Worcester, Massachusetts*

Since few operettas are written for the range of voices which are being trained at the club, each year the search for new material brings little success. Occasionally, the operetta staff has made very effective adaptations of famous children's stories, such as "Alice in Wonderland" and "Aladdin's Lamp."

The chorus is the musical backbone of the operetta, as the songs are an integral part of the script. Its members are chosen for good voices and interest in singing. They receive instruction in vocal work and timing, as well as in stage work. Many girls who start training in the chorus find they have ability and try for leads the following year. During the presentation, the chorus is arranged in front of the stage to support the actors, much as the orchestra at a real opera. Members of the chorus with the most regular attendance are chosen to be in costume on the stage during some part of the performance. Last year they appeared as the fourteen angels who guard Hansel and Gretel while they sleep in the forest.

We emphasize the importance of the training given to the operetta chorus group. We believe that if more mothers realized how much girls profit from this training, they would be just as interested in having their daughters attend regularly, as they attend private music or vocal lessons. We encourage those girls whose voices are good to understudy minor or even major parts, and be ready to fill in. Others become interested in singing and enter our music school, where they can have vocal lessons at a nominal fee. And some new girls enter

music school, hoping to become proficient enough to try for operetta roles after some instruction.

One of our girls sang with the Connecticut Opera Company before she married, and another was in the New York cast of "Brigadoon."

We like most to discover what happens to our girls who have only ordinary ability but a keen interest in music. Many of them join the Worcester Light Opera Company, the Music Festival Chorus and the Messiah Chorus. We are fairly sure that the majority of these girls would not be enjoying these wonderful opportunities if they had not been conditioned in our own operetta chorus when they were very young.

Besides the training in music, girls cannot help but gain a certain amount of poise, a knowledge of stage technique, and the satisfaction of being part of a finished production, which calls for real teamwork. Not the least, we believe, is the sense of sportsmanship, which is as important in putting on our operetta as in any team game. We never know what may happen during the last week of rehearsal—a measles epidemic can cause real havoc. Yet the show must go on once the tickets are sold.

Following are the rules set up by the Worcester Girls Club for the operetta staff:

**Policy**—The Worcester Girls Club Operetta must be a cooperative project between the directors of the music, drama and dancing departments. The entire planning and production must be done with these three in equal authority, and with the executive director or her representative. The plan



**Humpty Dumpty, shown before his fall, was part of "Alice in Wonderland" production. Operetta costumes are made by volunteers.**



should leave each director free to be in charge in front of the stage while her own groups perform. Any disagreement or discussion should be taken up in meetings—not, in any case, before girls in rehearsal.

Since an operetta is necessarily dependent upon music and the Girls Club Music School can furnish good music, plans for this project must consider the musical possibilities first. Actors must be chosen with first consideration to what musical ability is available. Casting should be done with the knowledge and approval of the executive director or her representative, and any disagreement as to choice referred to her judgment.

**Rehearsals**—Rehearsal times should be agreed upon before the club programs are printed, and the entire year's plan be complete in September. After this, no change should be made without the knowledge and permission of the house director.

The first consideration must always be the health and welfare of the girls. Intensive rehearsing which may interfere with school work must be avoided at all times. Extra rehearsals calling girls from a distance and necessitating extra bus fares should be avoided. On stormy days girls must be rehearsed early. All of these factors should be taken into account early in the season before winter weather complicates matters. There must be no night or Sunday work in the clubhouse requiring extra hours for the janitor, unless approved by the executive director.

**Scenery and Properties**—The plan for scenery and properties should be complete in October, and the necessary properties used at all rehearsals. If substitutes are used, they should approximate the proper size and shape. All stage rehearsals should be set with scenery or substitute scenery indicating the correct space to be used for each act.

**Costuming**—In the event of a new operetta, costumes should be planned and started by November first, with due thought to ages and sizes. When an operetta is repeated, costumes should be started early in January. Extra sewing can be done by the costume committee and by the Mothers Club, but the plan for this work must be given to the house director by January first.

**Chorus**—The object of the chorus is voice training for choral support of the cast. The age grouping for the chorus should be nine to fourteen years, and the time of rehearsal should not conflict with the regular weekly operetta rehearsals.

**Cast**—Those taking acting parts should be eleven years old and over, preferably with choral training. Occasionally, when a younger child is needed for a specific part, she may be chosen from the

choral group.

**Dancing**—Chorus dancing should be taught in all dance classes at the club, and girls who become proficient selected from the regular groups. Rehearsals of dance groups may take place in the gym on Thursdays when the music and drama groups are working in their classrooms. Actors who are to dance should be trained by special appointment with the dance director.

**Procedure**—1. Acquaint girls with the entire plot before memorizing begins.

2. Work out the action with the cast before assigning sections for memorizing. The action and the feeling of the part must be made more important than the words.

3. Divide acts into sections to be learned and suggest that the girls memorize the whole section, not just their own lines. They should be prepared to fill in for any part to keep rehearsals interesting.

4. Work as far as possible only with girls who have attempted to learn the lines. Never let girls go on the big stage with papers in their hands. If this standard is set in the beginning, it will work.

5. Let *all* girls who make the effort try out the parts they particularly want, as well as those assigned them, insofar as is possible within the choice of voice ability agreed upon with the music director.

The suggested plan of work on the operetta by months is:

October—Tryouts for speaking and singing, read operetta, Act I.

November—Act I and Act II, memorizing and acting.

December—Act I memorized and action well-organized.

January—Act I reviewed, Act II memorized and action developed, Act III started.

February—Act I and Act II reviewed, Act III completed.

March—Review, concentrated work on weak spots and staging.

A monthly meeting of the operetta staff with the executive or house director, for understanding the progress of the project, is important.



## A Recreation Director Looks at the Social Values of College Recreation



CHARLES F. WECKWERTH

• ALL TERMS but two in the above title are probably clear to most people—the word “values” and the concept referred to as “recreation.” To me these terms mean as follows:

Values have true meaning for the individual through maturing experience. They are both qualitative and quantitative. Values vary greatly with each individual as well as among individuals, and are conditioned up to the moment by many factors. They are influenced by other persons, climate, motives, pressures, cultural patterns, locale, and so on. Values are flexible. They are *real* to some while *imaginary* to others. We are familiar with the phrase “what is one man’s meat is another man’s poison.” It has been my experience that values are influenced greatly by one’s basic philosophy. “One’s aim shall exceed one’s grasp—or what’s a heaven for,” says the poet Browning. “To have and to hold” became the materialistic code of many at the turn of the century.

“Two men look through the self same bars,  
One sees the mud, the other the stars.”

Values exist for those who seek and find, for those who look and see. In the last analysis a value is a personal issue having worth to the individual. *Choice* is the determining factor.

Recreation is another term troublesome to many, its concept so different among persons. Just think of what recreation might mean to each of these

types of individuals: a business man in his fifties; a business man in his thirties; a mother of a large family of six or more children; a mother of a small family of perhaps one or two children; a minister, doctor, lawyer, librarian, teacher, serviceman in uniform. Recreation has a different meaning for each person. Selected definitions vary thus: “Life enrichment,” says the Educational Policies Commission.

“Antithesis of work,” explains Butler.  
“Synthesis of work and play,” declares Nash.  
“Attitude of mind,” states Menninger.  
“Many things to many people,” explains Slavson.

To me recreation is one’s self-expressed choice of behavior. It is evidenced by one’s attitudes and actions. It may be active or passive, spontaneous or planned, consistent or inconsistent. The essence of satisfaction is *in the doing*—the participating. Again choice plays the key role.

Without a wide range of opportunity among the offerings made available, a college campus presents little or no choice to each person; hence there will be little or no recreation potential and consequently little or no social value. Assuming the college campus provides a wide range of potential recreation offerings for participation, what are some of the more important social values to be obtained? It is my opinion that there are five highly selected social values which are essential.

1. Individual Expression. Unlimited opportunity for this is offered through participation in a recreation program. Status among one’s peers and

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contemporaries provides for recognition and acceptance. Individual expression, either as a follower or leader, is at the very heart of social morale. Illustrations would include officer capacity, captaincy, chairmanship, committee or team member, or election to an honor society.

One may subscribe to any one of the many theories of play or recreation, but individual expression, in the last analysis, seems to be basic. When opportunities are provided, the most common being athletics, sports, and games, which are important from teens through twenties, let us remember that thirty to forty potential years remain for recreating this important social value in individual lives. It behooves the college community, therefore, to provide a wide variety of interests and activities to allow for trial and error. The greater the variety to choose from on the campus, the greater the opportunity for richer social living through *expression*. Potentially rich gold mines offering the value of expression are: art, arts and crafts, drama, dance, music, camping and outdoor living, nature recreation, social occasions, forums and discussions.

2. Performance. Social value exists in *the doing*. This is of vital import not only for the training of the nervous system, but such behavior serves as basic experience. Without it future experience and satisfaction would perhaps never take place.

Performance makes for awareness and understanding; sensitivity is sharpened. The training of one's neural patterns for acuteness further guarantees skill. Repeat performances are self-initiated and disciplined when "doing" opportunities are provided and promoted. The degree of success or failure strategically influences the value level for the participant.

It is the *joy of effort* which must be discovered. R. Tait McKenzie, famous sculptor of youth, created this living idea in his internationally known and valued works. The college campus must provide exploratory "pastures" for enriched living. Such pastures lead inevitably to keener observation, investigation. They serve as the "midway," the "come on" of the carnival of life. The higher levels of cultural discovery, enjoyment, and satisfaction are possible in the environment of the college campus.

3. Group Experience. The two foregoing values inevitably lead to a third—the interdependency of, and the need for, *group experience*. Man, while a dominant and aggressive person, by nature is also a gregarious animal. He seeks and needs recognition by others. He craves recognition and accept-

ance by his peers. He initiates deference to them and they to him, in group relationships.

The elusive factor for ultimate group success, including each individual as well as the group as a whole, is the all important process of *inter-action*—not co-action. For example, when we see excellent committee work, we also see inter-action at a high frequency. It contains self-imposed disciplines as well as group-imposed disciplines which are welcomed and carried through. When we see poor committee work, we see little or no inter-action, but much co-action or no action. Superimposed disciplines become chores rather than challenges.

The college campus must provide a wide variety of, and opportunities for, the formation and operation of groups to experience inter-action rather than co-action or no action. Illustrations of this are obvious to any teacher or recreation leader who has experienced genuine group experiences. Perhaps the greatest value is that out of such an environment comes the inherent "magic" of the democratic process—group inter-action emanates in group decisions.

4. Maturation. When normal cellular evolution takes place, we label it the process of maturation. This, we know, is achieved by two interrelated phenomena. One we call *growth*—the other *development*. These reciprocal inseparables, growth and development, serve next as social values of recreation participation on the college campus.

When college campus authorities provide opportunities for such outcomes—social values of self-expression, of doing, of group experience—a normal evolutionary process of growth and development takes place. In a democracy the opportunity for social growth and development is the privilege and right of each individual, and of each group. Such an environment creates the setting in which each person or group may experience enrichment and fulfillment. Perhaps this is what the Educational Policies Commission had in mind when it defined recreation as "life enrichment."

*Growth* and *development* aid in the upgrading of one's personal value levels. It is at this point we become alive not only among other persons, but we constantly exhibit an "at homeness" with deeper and finer levels for self and societal fulfillment.

5. Environment. The fifth selected social value centers on a healthy atmosphere. Such an environment results in happiness, contentment, camaraderie, and morale.

It is said that the family that plays together stays together—a *healthy* situation. It is my experience that a singing camp is a happy camp—a *healthy* situation. Likewise when a college campus

provides numerous opportunities for recreation opportunities for recreation participation, it is a *healthy situation*. Such an atmosphere becomes what the dramatic director calls the "key of the scene." It's contagious and rightfully so.

In summary, it is important to point out that the interrelatedness, interdependence, of the five mentioned social values, reveals the need of all for recognizing only "whole" relationships. Therefore, it is important that such values are always within the grasp of each student on the campus. However, these values must be captured by the seeker—the participant. They cannot be doled out, but must be earned by both students and administration. Such environment must first be created and second conditioned. This is the responsibility not only of the administration or the student group, but rather a *partnership* which must be discovered

and discerned by both of these groups. These five selected social values should have high priority with both faculty and students. It becomes a "partnership" privilege to plan together. A community contagious with happiness results.

Behind all this there exists, however, an important attitude which must prevail. Such an attitude may best be illustrated by an old Chinese philosopher, Laotse, who declared:

"A leader is best

When people barely know he exists,  
Not so good when people obey and acclaim him,  
Worse when they despise him.  
Fail to honor people  
They fail to honor you  
But of a good leader, who talks little  
When his work is done, his aims fulfilled,  
They will say, 'We did this ourselves.'

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## "A New World"

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RECENTLY, WHEN A group of Germans studying recreation methods in this country visited Vermont, one of them was called upon to address a group of interested community folks. He was twenty-eight-year-old Max Moser from Stuttgart, who is interested in youth leadership training, cooperative activities between public and private organizations, and projects in citizenship training.

He said: "Before I do anything my first question is: 'Is that allowed?' This is the habit in our country. And then I feel I am in 'this country,' in a new world for me. We believe a good community life is not possible if all men are so free as they are here. I see the contrary now—it is possible, really possible. But I have seen, too, that everybody knows everybody is responsible for the community and for the freedom.

"I believe I have seen the best example for a good community life. This small town, Proctor, has all that the people need for a good time. Firstly, this place is one of the loveliest places which I know—and I know some places. The marble industry is known in Europe but the things I saw there are not so here. Proctor has a community center—a swimming pool, a skating rink, an athletic field, a very pretty and good library, a high school and a nursery school. With one word—nothing is missing. All that is clean and the cost so low. Why? It is mostly the property of the community because it is this community's own work. Proctor's people say: 'If anything is necessary, well let us work out the best way so that we can get what we need and—let's work together!'

"I believe this is the most important impression for my work in Germany and I am happy that I can see all that with my own eyes. Now, I can bring this idea to our young people in Germany and I hope we can start together the same work within our possibilities. Thank you!"



One janitor's headache is prevented by providing special places in washrooms for marking on walls.



Modern coke bar is favorite gathering place for teenagers between activities. Below is the powder room.



## A Youth Center

MANITOWOC, a city of 30,000 population, located in Wisconsin on the shores of Lake Michigan, now has one of the finest youth centers in the Middle West. It has been in operation for more than two years and has proved a great asset to our community.

It all started when, after four years of waiting, the city voted in its favor and turned over to the recreation department a remodeled building, newly painted and decorated, to be furnished and equipped for the enterprise. Through the generosity of a group of civic-minded citizens, the city was given the sum of \$5,500 to buy equipment. The City Council appropriated \$11,115 for the center's operating cost for one year and a similar amount for each following year.

The cost to the taxpayer is a little over seven and a half cents per youngster a year. Considering the fact that one youngster in a reform school would cost the city forty dollars a month, there can be no doubt that this program is cheap in the dollars and cents column. We know there are individuals who'll say that the youngsters of our community are not going to reform school. This may be true in 999 cases out of a thousand, but there is always that one which must be taken into consideration. It is the responsibility of the community to offer its youth a fine program, and it is the opinion of many citizens that Manitowoc is doing just that.

Let's take a look around the building and see what we have to offer to attract the youngsters—what makes them want to spend their leisure time at the center. What have we that is the envy of a large portion of youngsters in the Fox River Valley, who visit our center on certain occasions?

First of all, the building is most attractive, inside and out. Conveniently located near the coke bar are two spacious windows, in one of which hangs a large red neon sign which reads, "Youth Center." From these teen-agers may easily view the street below. Chromium and brightly colored leather furniture blends harmoniously with the various shades of cocoa-brown paint on the walls. One of the most attractive features is a series of

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Mr. Schara is Manitowoc's director of recreation.

# Cent Flourishes

arresting murals depicting outdoor sport scenes. In color scheme bright green predominates, and fluorescent lighting brightens the rooms.

The building has two floors, and on the lower we find the game rooms. In one of these are two pool tables and four game tables for checkers, chess, dominoes and other table games, while in the other are five ping-pong tables and one shuffleboard table. These are in constant use the minute the front door is open and the center in operation. There is no charge for any of the games but, because of the great demand for their use, it was necessary to set a time limit. Use of the pool, ping-pong and shuffleboard tables is limited to twenty minutes for any individual. However, this does not prevent a youngster from signing up for another game with friends later on in the evening, time permitting.

The game rooms are connected by a large archway where we find a small counter and, in back of it, the game room attendant. From his vantage point he can observe what is going on in each of the rooms. It is his job to supervise and promote game activity, and he sets up tournament schedules for girls and boys in checkers, table tennis and pool. One of the surprises of the entire program is the great interest shown on the part of the girls in a pool tournament of their own.

The girls' powder room is decorated in pastel colors with a large mirror on one wall. On the other wall there's a large, white flower with a sign painted neatly above it: "If you must smear lipstick, smear it here." This has solved our problem—in our years of operation there has been no marking on the walls. Of course, we admit that the flower must be washed off every week, and has been repainted several times, but it has solved a problem which is a janitor's headache in most places. The boys' room, also on the same floor, has a large football and headgear painted in white on a dark green wall, on which they do their marking.

Upstairs, on the main floor, we find another type of activity going on. The first room we come to has a large coke bar with nineteen stools, and four tables with sixteen chairs. Here the boys and girls can sit and discuss their problems with others of their own age—and we find they have a great

many problems! At the coke bar they can buy anything from a frankfurter to a fancy sundae, or even bubble gum. It's the policy of the department to stock everything that a teen-ager's nickel can buy. You'll find a display of fancy balloons on the back bar.

The room adjoining this serves as a dance floor. It is about thirty by sixty feet. Music for dancing comes from a juke box—not the regular type found in most places, but the recording type operated from a central location in the city, and offering a selection of 1,500 or more records. It was found that this has a decided advantage over the twelve or twenty-four selection type.

One corner of this room is the reading corner, well-lighted, with a table and comfortable chairs. Many hours are spent here by the teen-agers who like to read. Latest magazines are donated by local newsstands. Also to be found are copies of the local daily paper and a Milwaukee daily paper, both read by many of the youngsters.

In regard to personnel, in addition to the man in charge of the game rooms we have a general supervisor and a woman who operates the coke bar. A janitor works part-time, cleaning the place after every closing hour and cleaning and waxing the floors once a week.

During the summer an orchestra plays for dances on Friday nights. These are free and all teenagers are invited to attend. The music is furnished without charge by a program set up by the American Federation of Musicians' Union, and arranged for in cooperation with the Manitowoc Musicians' Union. The dances attract a large number of teenagers and keep up the attendance during the summer months.

General average attendance for the last two years has been over 5,000 per month. Membership cards are used by the youngsters, costing a dollar per year for the fifteen to eighteen year olds, and fifty cents per year for the twelve to fifteen year olds. The center is open seven days a week at regular hours: Monday through Thursday, and Sunday, three to five p.m. and six to ten p.m.; Friday and Saturday, three to five p.m., six to eleven-thirty p.m.

It is our belief that Manitowoc has come a long way in the right direction in helping solve its local youth problem.

# The Witching Hour

## ACTIVE GAMES

**Circle Poison**—Passing some object hand-to-hand around the circle, the players try to avoid being caught with it in their possession when the whistle is blown or the music stops. If a person is caught, he is penalized. The first time he is caught he must raise his right hand and keep it raised for the rest of the game. If caught twice, he must raise his right foot and keep it up for the remainder of the game. If caught three times, he must raise his left hand and keep it in this position until the game is finished—when the object is passed to him.

**Tagging the Black Cat's Tail**—This game divides the guests into two lines of equal length. Each player must keep his hands on the shoulders of the person in front of him during the game, while the leader of each "black cat" attempts to tag the "tail," or last in line, of the other. Both "black cats" try in every way to prevent their tails from being tagged—twisting and whirling, but never breaking the line. Every time that any part of the cat breaks away from the line, the rotation is reversed, so that the tail becomes the leader. Every time one cat succeeds in tagging the other, the leader goes to the tail of the line. The first cat to finish the rotation process wins.

**Goblin Relays**—At one end of the room, on two chairs, place a bowl of beans, an apple and a dull table knife. Two sides line up behind these and, at the word GO, each leader puts an apple on his head and five beans on the knife, which he must carry to a table at the other end of the room. If he drops any beans he must stop and put them back on the knife. When he has made the journey safely, he runs back with the apple and knife, handing them to the next person in line, who repeats the process.

**Cat Race**—Divide the group into two teams. Give one team a black paper cat pasted on a large paper board, and the other an orange cat, also mounted. Neither cat has a tail, for the hidden segments of orange and black tails are hidden about the house or room. On signal, members of each team start looking for these. They may pick up only *one* segment at a time and take it to the team leader, who pastes it on the cat. The team

with the longest tail on its cat in five minutes is the winner.

**Witch's Sweeping Contest**—The party group is divided into two teams. Two children's brooms are used to "sweep" two small pumpkins to the opposite end of the room and back to the starting line. This is done by every person in line, and the side to finish first is the winner.

**Halloween Ten Pins**—Ten corncobs mounted on cardboard bases so that they stand upright, or ten apples with tripod bases of matches, can be used for this game. An apple or an orange serves as the ball, and each person has three chances at knocking the pins down. For adults, try ginger ale bottles for pins and a cabbage for the ball.

**Spook Seat**—Players are seated in a close circle with one vacant seat and one player, IT, in the center. The object of the game is for IT to occupy the vacant chair. Players try to prevent this by sliding around the circle from right to left, keeping the empty chair moving rapidly around the circle. The player who permits IT to obtain the seat takes over his role.

**Bag Boxing**—Have on hand a number of paper bags large enough to fit loosely over the head. Place a bag on the head of each of the contestants, extending down to his ears. At a given signal they box with open hands, or rolled newspapers, attempting to knock each other's hats off. They are not permitted to touch their own hats.

## QUIET GAMES

**Shadow Partners**—Boys and girls are divided into separate groups and put in adjoining rooms. The boys' room is darkened and the girls then walk in front of a sheet. The boys pick their partners from the shadows on the sheet.

**Doughnut Race**—Doughnuts are strung on a heavy cord all the way across the room. At a signal, each player starts eating one of the doughnuts. However, he must keep his hands behind his back and not use them. He must be very careful in biting the doughnut, for if he bites into the hole it will fall off the cord. Prizes are given to those who finish without dropping any of their doughnuts.



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• Halloween means activity—and lots of it—to young and older children alike, but they need a chance to catch their "second wind" once in a while during an evening's round of happenings. Therefore, along with your plans to include lots of active games in your party program, so that your youngsters can "let off steam," don't forget to include a few quiet games to provide those necessary moments of relaxation. The games listed below are among the many to help keep the boys and girls "be-witched" on this October thirty-first.

**Witch's Yarn**—Unwind a ball of yarn or twine, tie in written fortune every two feet. Rewind, adding extra twine so that paper doesn't show. Host tosses ball to guest, who unwinds it until he comes to the first paper. He takes it off and throws ball to someone else. Continue this until each guest has a fortune, then read them aloud.

**Old Witch Is Dead**—A mirth-provoking game, this starts with the group gathered in a circle. The leader begins with the announcement, "The old witch is dead." The person at his left asks, "How did she die?" "With a cast in her eye," replies the leader, making the appropriate grimace. The second player then makes the same announcement to the third, and the rhyme continues until everyone is squinting his eye. The second time around the leader replies, "With a cast in her eye and her face all awry," screwing up his face. When all have repeated this, he adds the last gesture, "And her foot in the sky." The laughable attempt to hold this last position until the circle is completed usually breaks up the game.

**Double Handcuff**—Fasten a string two or three feet long to the wrists of one person, using slip knots to fasten the ends about the wrists. Then tie, with a slip knot, one end of another string to the wrist of a second person. Loop the loose end of this string around the length of string tied to the wrists of the first player. Finally, with a slip

knot again, fasten the loose end of the string about the untied wrist of the second player. The two persons are then told to separate themselves without untying any knots, breaking the string, or slipping their hands through the loops around their wrists.

Solution is that one person takes hold of the string connecting his partner's hands, slips it under the string around his own wrist and out over his own hand.

**Witch's Broom**—Decide on the number of straws you think are in a broom. Place this number on a card, and hide it somewhere. Ask the players to guess the number of straws in the broom. When the guessing is over bring out the number, giving the prize to the person with the closest answer.

**Ghost Story**—The players sit in a circle near the leader, who tells a story about cats, bats, owls, ghosts and witches. When the word cats is mentioned all the players howl. At the word bats, they squeak. Owls make them hoot, witches start them cackling, and the word ghost brings forth loud groans. Any player who fails to make the proper sound is dropped from the game, until there is a winner. The story may be a nonsense story which rambles on and on, frequently using the above words.

**Peanut in the Pumpkin**—Toss peanuts into a hollowed-out pumpkin. The standing line should be about eight or ten feet away from the pumpkin, and each person is given fifteen peanuts to throw. Turns are taken, with each player throwing five nuts at one time. Score is based on the number landing in the pumpkin, and prizes are awarded.

**Copy Cats**—One guest is sent out of the room and a leader is chosen. Everyone does as the leader does—scratching wrists, cradling arms, stroking chins, and so forth, and changing actions immediately when he changes. If the person who has returned to the room detects the leader correctly, the latter becomes "it."

Some of the games used above are taken from: *For a Happy Halloween*, Charlotte, North Carolina, Recreation Department; *Halloween*, Alameda, California, Recreation Department.

# THE FFA CONTRIBUTES TO

THE FUTURE FARMERS of America is a national organization of farm boys who are studying vocational agriculture in high school. As such it is an integral part of the school curriculum. It is founded upon the principle of learning to do by doing, and its members learn to conduct meetings, to speak in public, to buy and sell cooperatively, and to carry on many other activities of social and civic value. It further includes recreation, service, thrift, cooperation, leadership, citizenship, and establishment in farming as its basic building stones.

There are state associations and a national organization, but the local chapters which make up the state groups are the real seats of activity. At the chapter level, led by vocational agriculture teachers, boys are performing noteworthy service to the future of farming and to the enrichment of farm life. Every member carries on a supervised farm practice program which includes such things as care of field crops and livestock, home improvement projects, reforestation, wild life conservation, soil conservation, and soil and forest improvement projects. Many chapters have done work such as restocking of fish ponds, lakes, and rivers. A number also own wildlife preserves, and several chapters have school forests, some of them on land which originally belonged to the state.

Every local chapter holds periodic meetings, and each state holds annual conventions. These meetings are largely business in nature, but some provision is always made to include a form of recreation, such as group singing, instrumental music and stunts. The state conventions usually extend over a period of several days, and opportunities are provided for swimming, hiking, movies and games when business meetings are not in session.

It is traditional for the local chapters to hold a father-son banquet each year, at which time the

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*Mr. Dodson, now the program director of White Lake Camp, was an active FFA member for years.*

parents are invited to the school and entertained for the night. A program of music, singing, and dancing is usually arranged. Other social events frequently conducted by the FFA boys are cook-outs, swimming parties, hot dog roasts, watermelon feasts, corn shuckings, and square dances. Many chapters have their own string bands and are justly proud of their musicians when they perform at local and state conventions. Also, local chapters and state associations frequently pay the expenses of their bands to the national conventions.

The National FFA Camp, which was established mainly to provide a place for chapters to stay when they visit Washington, D.C., is located on U. S. Highway No. 1 about nine miles below Alexandria, Virginia, by Dodge Run Creek. Facilities here include a residence for the camp manager, a barracks building with seventy-six bunks, and a building containing a kitchen and a dining room. Space is provided for chapter members to pitch tents if they bring them. Since facilities are limited, only FFA boys and their advisors can be accommodated.

Outdoor recreation activities include softball, horseshoes, volleyball and similar sports; hikes on scenic trails; visits to historic places. George Washington's grist mill is located near the camp and is maintained and kept open to the public by the FFA. A fee of fifty cents a day is charged each person staying at the camp, to pay for sleeping, cooking and shower accommodations. Many boys come from all parts of the United States to take advantage of their own national camp.

Nineteen state associations have state camps. Some of these are poorly equipped and maintained, but others have very good buildings and equipment. Georgia has a well-organized camp, owned by the boys, as do several other states. Virginia has been very successful with its coeducational camp where the Future Farmers of Virginia cooperate in conducting the camp with their sister organization, the Future Homemakers of America. Ohio's state

# RURAL RECREATION

• **The Future Farmers of America, organized in 1928 in Blacksburg, Virginia, has grown to include forty-seven states, Hawaii and Puerto Rico. A national convention is held every year in Kansas City, Missouri, at the time of the American Royal Livestock Show. The delegates attending these conventions represent different state associations.**

camp is maintained in cooperation with the Department of Conservation, and specialists in conservation give appropriate instruction covering tree identification, bird hikes, wild flowers, conservation of forests and other resources, first aid, swimming, and boating. Ample opportunity is provided for participation in a well-rounded program of games, sports and crafts.

In Florida they have an agreement with the Florida Forest Service which permits the FFA to use the Forest Service State Camp during the summer months. The Forest Service offers a free two-week camping period to boys from each FFA chapter in the state who have proved the best in forestry. This period is devoted to instruction in fire controlling, planting, care for seedlings, thinning, turpentine production, cutting timber, and other subjects, and also to recreation.

North Carolina owns two camps valued at over \$100,000. Under the guidance of R. J. Peeler, the state executive secretary, the Future Farmers of North Carolina, the "Young Tar Heel Farmers" as they call themselves, have well developed these camps and their summer programs. The two camps offer contrasting opportunities for recreation while maintaining a similar program of competitive games such as softball, volleyball, basketball, and swimming.

One camp is located at White Lake, a large natural lake which offers opportunities for fishing, sailing, rowing, swimming, water skiing, aquaplaning, and other related activities. In addition, the White Lake Camp has two outdoor ovens which can be used for picnic groups on week-ends. The campers also enjoy hiking, dancing, singing, movies, and speedboat rides. Each Thursday they make the sixty-mile trip to Carolina Beach for a day of fun in the salt water.

Contrast the flat sands of the East to the mountains of the West, and you have a picture of the transition from North Carolina's White Lake, with

**TAYLOR DODSON**

its crystal clear water, to the Tom Browne FFA Camp in the Great Smoky Mountains. Here the boys are within hiking distance of many, and in driving distance of all, of the scenic attractions of the area. Pisgah National Forest, Smoky Mountains National Park, the Cherokee Indian Reservation, Chimney Rock, Lake Lure, and the scenic Skyline Drive which connects the Shenandoah Valley with the Great Smokies, are among the well-known areas which these campers can see and enjoy during their trip. Add the hikes through primeval forests, swimming, athletic contests, fishing in the cold clear mountain streams, square dancing, campfire sings, the fellowship of 150 other boys, plenty of wholesome food, and the result is an unforgettable experience that is enjoyed by about 1,500 North Carolina FFA boys each summer. The attendance at the White Lake Camp is about 3,000 each summer. Membership in the FFA entitles every boy who wants it to a week at these camps for only eleven dollars. It's no wonder that the organization cannot meet the demand for camping space. The FFA Association in North Carolina is justly proud of its camping program, and is making plans for improving and increasing its facilities.

We can be proud of the more than 240,000 Future Farmers of America who have farm assets of \$30,000,000. All this, and the average FFA boy is only seventeen years of age!

# Fun for



- The Santa Barbara Civic Recreation Center is located in the heart of the city, sponsored by the Recreation Commission, it is the hub of large community activities. In the year 1948 it played host to 135,000 people, making it one of the most popular recreation centers in the country. The building consists of four large meeting rooms, each able to accommodate most any type of meeting, from dance to business meeting. There are two lounges—a beautifully decorated lounge for adults and one for teenagers, complete with a fountain and television. There is also one of the best dance floors available in the country. In addition to the main building are the gymnasium—complete with basketball and tennis courts on the roof—and the Recreation Center Annex, which houses musical groups who might tend to disturb the quiet of the city.

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Many of the daily activities sponsored by the Recreation Commission are co-sponsored with the adult education program. The center also serves as the headquarters for many organizations that come to Santa Barbara, including the California State Federation of Teachers.

It is headquarters for the activities of the Santa Barbara Youth Council, a group of teen-agers who help plan, organize and carry out various activities. These include the operation of the youth lounge, the organization of classes and trips. The council is elected from among the members of the youth lounge.

The building and equipment were acquired by the city through a fund-raising campaign. The teenagers helped to raise money by working in various clubs, and by putting on radio programs, plays and other entertainments. They also conducted a campaign of their own. After the purchase of the building was completed, it was turned over to the city to be administered by the Recreation Commission under the direction of C. C. Christensen, City Manager, and Louise Lowery, Managing Supervisor.

EARL LAMSON



# for All

Recreation Center truly warrants its name. It is, sponsored and supervised by the City Recreation Department, the hub of large city recreation program. During 1944, 135,333 people for an average monthly attendance. These people make up 206 separate groups, ranging from small public gatherings in the auditorium to our large meeting rooms—all adaptable to all kinds of socials and club meetings; one decorated for adults, and one for young people; a television room. A large auditorium has available seats 1,000 people. Adjacent to the gymnasium—complete with showers and a tennis court. Recreation Center Cottage, used by noisy or tend to disturb other gatherings.

Activities sponsored by the recreation department are an educational program of the city school system. They are headquarters for the many conventions that are held here, including the California Recreation Conference. The members of the Youth Council, an elected group, plan, organize and carry out their own activities—fountain, dances, plays, dancing. The council is elected for one year by popular vote. The first was required by the city in 1944, following the efforts of the teenagers sparked this effort by addressing the city commissioners, a "Work Day," and a subscription drive. After the purchase of the center, it was deeded to the recreation commission. It now is under the direction of Mr. Christensen, City Director of Recreation, and Miss Amos, supervisor.

## EARL AMOS



City Director of Recreation, and C. C. Christensen, supervisor, are shown for the coming month.



Basketball is everyday recreation in the gymnasium—organized leagues and pickup teams participating.



Friendly Evenings with Music are held regularly in the gymnasium. Popular activities, presentation programs, and other socials are also held there.



Square dancing groups swing their partners in smaller meeting rooms. The Hi-Low Swingers above form but one of three active organizations.

# Why ARTS and CRAFTS in Recreation?\*

BARBARA M. DOUGLASS

**M**AN CANNOT LIVE by bread alone. Along with physical needs comes the desire for beauty. This is *one* of the basic reasons why we need arts and crafts to enrich a recreation program.

Administrators realize this need in a well-rounded program, but many citizens do not yet recognize this necessity of a cultural aspect in a heretofore strictly athletic recreation program. This is apparent when we study annual reports from recreation departments throughout the United States, and find many offering only athletics. If you are contemplating the introduction of arts and crafts into your program, first it may be necessary to sell the public on the need for doing this.

Anticipate the arguments against such a program before they arise, in order to be able to give convincing answers. One objection might be: "But we don't want to make artists or craftsmen of our children; we just want them to have a good time." They will have a good time. Nothing gives greater satisfaction than the creation of a good piece of work. This bolsters the ego of a sports-shy person and starts a process of growth and development in the direction of doing the best and knowing why. We should never strive for perfection in an arts and crafts program if this will, in any way, kill the joy of making things. Skill will always develop as our program grows.

Probably one of the most pertinent objections will be: "Our budget is limited; we cannot afford the necessary tools and materials." A very fine arts and crafts program can be conducted with little or no budget. People are resourceful. En-

courage them to carry this resourcefulness to the limit by using all the things around home that they think of as scraps. Scrap materials are also available throughout any community. For example, a saw mill or lumber company will probably be glad to give you sawdust or scrap lumber. From manufacturers we have salvaged scrap metal, wire, film, and so on. This material has greatly supplemented our program because we charge no fee for arts and crafts. Then, if we look about us, nature provides innumerable materials for wonderful art projects. For instance, clay as it comes from the ground is quite adequate for modeling, and twigs can be used for making many things.

Tools are secondary to materials and they, too, can be made of substitutes. Scraps of pressed wood can be filed and shaped into desirable molds for metal craft. Also, it is not necessary to have a well-equipped craft building to carry on a fine program. The only essentials are water, table space, good light and storage space. Because our winter craft program is conducted in public schools, we find it's often necessary to hold classes in hallways or locker rooms. We supply worktables and benches and a chest for supplies. These make up the bulk of our facilities. In the spring and summer, when we move out-of-doors, we carry this same equipment with us.

Another objection often is: "Our leaders are not artists." Some of our finest arts and crafts leaders have had no formal education, nor do they have a great deal of native artistic talent. They do understand the approach to and development of the creative process. Any fine leader recognizes beauty before he tries to create it and teaches chil-

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*Barbara Douglass is supervisor of arts and crafts of the Syracuse, New York, Recreation Commission.*

\*Paper presented at recent New York State Recreation Conference in Utica, New York.

dren or adults to be alert to this beauty about them before they attempt any creative work. All leaders learn from children, and this is especially true in arts and crafts. A small child has few inhibitions. Therefore, it is important to remember that there is no right or wrong in arts and crafts. Teachers often kill creativeness this way. Processes are important, but the satisfaction that the person receives from his creation is all important. There can be no set standard for this satisfaction.

During our summer program, our leaders are selected for all-round recreation leadership. Because they are less specialized we offer a pre-service training course, followed by in-service training once a week throughout the summer. Arts and crafts processes are demonstrated and discussed and projects are made by the leaders. Leaders in the winter program are more specialized, but in-service training is conducted in a special workshop for some, with the bulk of the training done by the supervisor as the leaders work with their groups. Printed ideas and procedures are also distributed.

Suppose you now have a small scale arts and crafts program in your recreation department. You want to see it grow and you need more assistance from your community. The people's interest is lukewarm.

Show the public what you have made from scraps and substitutes through an exhibit. This should include work in all the media you've used and represent as many of your craftsmen as possible. Select the place for your exhibit with great care so that it is centrally located. Arrange the projects attractively and you'll have an eye-stopper. A sidewalk exhibit of sketches and paintings, patterned after those held in Greenwich Village, would be unique.

Cooperate with any community projects and offer to inject arts and crafts into their program. For instance, the merchants are playing a baseball game with the farmers—an annual affair. Offer to help them publicize their game by making attractive posters in your craft classes. In Syracuse, the community women's clubs craft classes responded wholeheartedly to a call from the Light House—an organization for the blind—to help in the winding of tea kettle handles with reed. A portion of this operation required sight. We made Christmas tree decorations and favors and gave them to the Junior Red Cross to be distributed throughout city hospitals. Arts and crafts need not stand alone, but can enrich all phases of your recreation program and community program at large.

Set aside a certain period of each day or week for adult classes. Because most adults have had

little education in arts and crafts in school, they feel insecure about entering a strange field. Make their projects simple and usable. Be careful not to overestimate the ability of your pupils; you must take them where they are in their development and start them from that point. For example, men will naturally be interested in woodwork projects. For one of the first projects, teach the making of simple shelves. What home doesn't need more shelves! In a women's craft class recently, the women were thrilled to be introduced to the mysteries of textile painting. First they decorated handkerchiefs to learn the techniques involved. Then they graduated to the decoration of towels, tablecloths, blouses, and the like.

If you can successfully conduct an adult arts and crafts program, you will have little trouble in selling your whole arts and crafts program to the community.

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## Red Feather Month



OCTOBER is called the "Red Feather Month" because that is when the Community Chests conduct their annual campaigns to support more than fourteen thousand Red Feather services for local health, welfare and recreation. Don't kick about your town! Instead, kick in with a little of your spare time. Be a Red Feather volunteer for the Community Chest. Support Red Feather services by giving through your Community Chest. Give now—and give enough!

## CARE Soap Campaign

Children in Europe are desperately in need of soap to aid them in warding off diseases—and you can be exceedingly helpful by sending soap overseas through CARE. All you need to do is to start collecting Swan Soap wrappers and urge your friends to do the same. Mail them to CARE, Boston, 1, Massachusetts. For every two Swan wrappers that you send in, *Lever Brothers Company will donate a regular size cake of Swan to CARE for distribution overseas*, and both organizations guarantee delivery. This campaign continues until December thirty-first. Why not suggest to various groups in your community center that they make this one of the year's projects?

**Belt**—Cut cardboard in triangles two by two-and-a-half inches, making about thirty pieces—depending on waist measure. Decorate them with Indian designs. Punch two holes at the base of each triangle and two at the top. String with yarn, arranging every other piece upside down, and tie the belt with loops at the end of the yarn.

**Crepe Paper Beads**—Cut crepe paper into small bits, measuring one cup. Add one-third cup of hot water and soak until the paper is pulpy. Add two-thirds cup of flour and a few drops of perfume. Knead the mixture well. Shape into beads, making a hole for stringing with a darning needle. Dry, decorate with water colors, string and shellac.

**Puzzle**—Cut a large, brightly colored picture from a magazine. Put paste all over the back and paste to a piece of cardboard. Press under a pile of books. When thoroughly dry trim the edges, cut into odd shaped pieces, and shellac.

**Flower Vase**—Paint or decorate a coffee can with paper. Paint clothespins and shellac them. Place them around rim of can, close together, for edging.



**Pot Holder Container or Note Holder**—For this you'll need two paper plates, some wool yarn, a needle and hole puncher. Cut one of the paper plates in half. Punch holes all around the rim of the whole paper plate and the half plate, making them a half-inch apart. Place the half plate, inverted, over the whole plate with edges together, forming a pocket. Join the two together with an overcasting stitch, using the wool, around the half plate and the rest of the whole plate. Braid a piece of yarn for a loop to hang up the container, fastening it to the top of the plate. You can paint the plates before you start to sew them together, or decorate them in any fashion you like.

**Compact Cases**—From an old hat cut two pieces of felt, four-and-a-half by four-and-a-half inches. Overcast one edge of each piece with yarn. Hold the two pieces together so that overcast edges meet—this is the opening of the case. Sew around sides and bottom with the same stitch, through both pieces. Decorate with contrasting color felt, or embroider name.

**Book Ends**—Get two clean bricks and paint them any color, or decorate them if you like. Paste

# Some Good

Arts and crafts articles made at home, on the playground, or in recreation centers need not cost a lot of money. A combination of scrap materials and ingenuity adds up to many attractive items. At home we can find scrap material all around us, and the search for such material for a group can be made

pieces from an old felt hat on the bottom of each, setting them up lengthwise or crosswise.

**Hanging Vase**—Paint an empty mustard jar on the inside by pouring a small amount of paint in it, then twirling jar gently until interior is covered. Pour out the excess paint. When jar is dry, make a contrasting rope by which to hang it. Cut eighteen pieces of yarn into one-and-a-half foot lengths, and braid pieces into three strands, using six pieces to each strand. Make another yarn rope to fit around the rim of the jar and tie it in place. Then tie the three braids together at one end and fasten their other ends securely to the collar around the rim of the jar.

**Bookmark**—One of your friends or a member of your family will like this bookmark. To make it, find an envelope that is made of good, durable paper. By tracing around part of a drinking glass make a circular line across one of the closed corners of the envelope. This corner piece, when cut out, will slip over the top of a book page and make a good marker. It may be decorated with your own design.

**Sandals**—Select a piece of one-quarter to one-half inch thick wood. Draw around a pair of flat-heeled shoes directly on the wood. Cut with coping saw. Sand the edges and both surfaces until



smooth. Tack a strip of leather or heavy felt—old belts will do—in place on one side of the sole. Use several tacks and place this strip where ball of foot comes, and directly back of it a little. Then place foot on sole and measure for length of strip. Tack the end to the other side of the sole.

# Craft Ideas

interesting by a scrap scavenger hunt.

Here are some of the many arts and crafts items which can be inexpensively made. Used in the handcraft program on the Akron, Ohio, playgrounds, they are found in a manual prepared by Miss Helen Fisher of the Akron Recreation Department.

**Pin Cushion**—Paint the bottom of a round powder box, and decorate with flowers or designs cut from magazines. Fill the box three-quarters full with cotton. Then, to make the cushion, cut a circle of cloth slightly larger than the box and gather. Fill it tightly with cotton and put into the box. Use glue to hold the cushion in place.



**Fancy Pins**—1. Cover head of a small hatpin with warm wax and press beads into it. 2. Cover head of pin with silver paper and add two silver balls. 3. Cut two tiny hearts out of felt. Sew them together, slip over head of a small hat pin, and stuff with cotton. 4. Cover the head of a hatpin with two circles of felt and sew small beads to the edge.

**Bath Mitt**—Use two washcloths, shaping a mitt big enough to fit your hand. Sew together and turn to right side. Fold down a small hem at the top and buttonhole stitch with yarn. Add a small loop to hang it by.

**Wrist Purse**—Use a piece of felt five-and-a-quarter inches by two inches. Round off two of the corners. For the wrist strap cut two pieces of felt three inches by five-eighths of an inch. Use the buttonhole stitch around long sides and one end of each of the strips. Fold the piece of felt in three parts. Insert the unstitched ends of the wrist strips between the edges of the folded purse and sew in place. Buttonhole stitch around the entire purse. Sew a button to one end of the wrist strap and cut a buttonhole in the other. Make a simple embroidered design on the flap of the purse, and fasten with a snap fastener.

**Hat Stand**—Cover a small stick, twelve inches long, with colored paper. Nail this to the center

of the inside bottom of an ice cream carton. Fill the box with sand. Cut a small hole in the lid of the box and place on top, with the stick passing through hole. Cover the box and lid with colored paper. Use a second lid for the top of the stand. Nail it to the top of the stick, pad with paper, and cover.

**Paper Sack Doll**—Use small paper sack (size five) for head. Draw face on flat side of sack. Draw hair, or paste on crepe paper hair or yarn. Stuff sack with crumpled paper to make a good head. Make two rolls of wrapping paper long enough for legs and body. Stick these into the bottom of the stuffed head and tie them all together with a string. Make arms like the legs. Bend them at the shoulders and tie them at the neck. Make a dress and bonnet from two more paper sacks. Decorate with an all-over pattern or borders.

**Indian Rattle**—Punch a hole in the top and bottom of a large size baking powder can, and run a small stick through it. Put a few marbles or pebbles in the can before replacing lid. Cover with brightly designed paper, streamers or feathers tacked to the top of the stick.

**Toy Animals**—Use an oatmeal or round salt box for the bodies. Cut back and front shapes from cardboard and glue to the box. Paint or cover with paper. Head and legs can be cut from



heavy cardboard, and slipped through slits in box, while tail is made from rope or cardboard.

**Toy Clock**—To make this toy clock with hands that move, use a bouillon-cube box as base and a round cheese box as face. Cut two cardboard hands and fasten them to the clock with a nail punched through its center. Draw the numbers around the edge of the face, or paste on numbers from an old calendar. To move the hands of the clock, twist the nail from the back. This is especially useful in teaching small children to tell time.

**Doll House**—You will need a shoe box, paint and scissors. Put the lid on the box. Cut out windows and doors. Paint the box white and the windows and doors green.

**Doll Bed**—You'll need a cigar box, four spools, enamel and glue. First the cover is taken off the box and nailed or glued to one end for a headboard. Then the spools are glued to the four corners. Finally, the bed is painted and decorated.

# How to Start a Bicycle Club



in Schools  
and  
Colleges

Roland C. Geist

**B**ICYCLING CAN BE an ideal recreation activity for schools and colleges. A bicycle is inexpensive to operate, requiring little or no outlay for upkeep. Cycling is an active, not a spectator, sport open to both men and women of all ages, and can be enjoyed mildly or strenuously almost the year-round.

To establish a bicycle club in a school or college, there should be a promotion committee of at least one faculty member, who was or is an experienced cyclist, and a group of students who are genuinely interested (not just thinking of getting their name and picture in the yearbook) and who will do some paper work and riding. Youth hostellers would be among the good people to start a bicycle club. Most American cities have branches or members of the League of American Wheelmen or Cyclists Touring Club, who would also be willing to aid in the establishment of such cycle clubs.

The committee should obtain a meeting room and advertise for charter members. At the first meeting the following matters should be among those discussed and planned:

*Roland C. Geist is author of "Bicycling As A Hobby" and secretary of the College Cycle Club of New York.*

1. Club name, such as Nassau Wheelmen or Vassar Cyclers.
  2. Definite aims—touring, racing, trick riding, hosteling, polo, and so on.
  3. Drafting of constitution.
  4. Election of officers.
  5. Membership requirements.
  6. Plans for buying or renting bicycles on a cooperative basis.
  7. Plans for outfits, colors.
  8. Requirements for bicycle letter award.
  9. Establishment of a bicycle book shelf in the college library.
  10. Physical check-up for each member at regular intervals.
  11. Cooperation with the League of American Wheelmen, Cyclists Touring Club, Amateur Bicycle League of America.
  12. Schedule of trips, outings, picnics, theatre parties, dances and the like.
- Touring will, no doubt, be the chief interest of the new club, as racing requires special bicycles, a training program and so on. Bicycle polo is very popular in England, and might be an interesting team sport. Polo equipment includes mallets, balls, helmets and coats. Trick riding and unicycle acts

might be used in the annual college show. If tandems are available the club might do a good deed and invite local, blind veterans to enjoy some back seat pushing exercise. A girl as steersman and a veteran in the rear really is a nice way to enjoy a bicycle picnic.

All minors in the club should be required to present a signed permission note from their parents or guardians, with their signature placed underneath the words, "I assume full responsibility." This will protect both the institution and faculty advisors.

Riders might be divided into groups according to ability—*novices*, or beginners, *intermediates*, who have ridden fifty miles a day, and *experts*, who have ridden a hundred miles a day or more. Tours might be planned for each group, with all joining at a given destination at noon, each class having taken a different route involving more or less mileage and hill-climbing difficulty. Half-day, one-day, week-end and vacation tours can be planned, also.

Easter week is ideal for a tour. One Long Island high school planned an Easter tour to the Pennsylvania Dutch country. The American Youth Hostels present one and two week planned tours in New England, the Middle Atlantic States, California, and other parts of the country. They usually cover about twenty-five to thirty miles a day, for many of the riders are novices. In the beginning, the club might join other experienced cycling groups and find out how a club run is conducted.

In planning a bicycle tour, these points should be considered:

1. Distance—from twenty-five to seventy-five miles daily, depending upon ability of riders.
2. Route—off the main routes where auto traffic is heavy.
3. Roads—hard surfaced roads are easier to pedal on than dirt and sand.
4. Destination—some scenic or historic spot.
5. Stop-overs, comfort stations and food along route.
6. Return route—via a different road.
7. Return via railroad, boat or bus.
8. Auto—to follow the riders with extra tires or tubes, pick up the weary.
9. Maps—one for everyone.
10. Host, hostess, pacemakers and rear guard—for stragglers and the weary.
11. Wind conditions—changing route if head winds are strong.
12. Hills—hilly terrain requires special gears and powerful riders. For most riders too many hills make the tour work rather than play.

13. Bad weather—avoid starting in the rain. Summer showers pass quickly.

14. Timing—plan to be home before dark for glaring motor lights are dangerous.

15. Accommodations—plan for overnight accommodations and hostels as well as meals.

16. Leaders or pacemakers—to set the pace at eight, ten, twelve miles an hour to suit.

17. Divisions—separating group into fast and pleasure division; fast division with lightweight bicycles and experienced riders; beginners and heavy bicycle division, which moves more slowly.

18. Formation—ride in column twos unless state laws require otherwise. In New Jersey, for instance, cyclists must ride single file in order to permit autos to pass more easily.

19. Plans for emergency—in case of a flat tire or mechanical trouble, the assistant pacemakers might stop and take care of the difficulty, letting the others move along.

20. Starting—last but not least, starting the tours on time. Allow ten minutes for lateness because of traffic delays, and then be off!

Back in the "gay nineties" era cyclists wore a riding costume. Today the cyclist wears any old thing that suits his fancy. Regulation jerseys with college emblems make a nice appearance. Shorts, knickers and divided skirts are among the practical bicycling outfits. Slacks are loose and sloppy, and may get caught in the chain and cause a serious accident.

When there is snow and ice on the roads the club might become interested in historical research on the bicycle. Scrapbooks, photograph albums, old prints, sheet music, programs and books on cycling may be collected and classified.

Over 250 books have been written on cycling in the past hundred years. My own collection of bicycle books numbers 222; some of them are French, German, Russian, Spanish, Italian, and Japanese. Currier and Ives have published about a dozen lithographs picturing the cyclists of the past century. A scrapbook of current news items relating to cycling is an inexpensive and interesting hobby. The College Cycle Club of New York has ten huge scrapbooks of clippings dating back to about 1870. Postage stamps picturing bicycles may be collected.

Members of a bicycle club should own their bicycles whenever possible. Rented bicycles often do not fit well and may not be in good condition. A three or four speed gear is good for hilly terrain. A folding bicycle is now available; it may be packed in an auto or taken into a subway.

Bicycling is fun, especially when enjoyed as a group activity!

# World at Play

**Youth Shines**—The youngsters of Port Huron, Michigan, were not forgotten during the week-long Blue Water Festival-Centennial this summer. Sponsored by the city recreation department, a Youth Day was set aside. One of the day's features was a "Parade on Wheels," with over 150 children streaming through the downtown area of the city to Pine Grove Park. Boys and girls of varying ages competed for prizes with their decorated bicycles, fancily trimmed doll carriages, and wheeled floats—including a covered wagon, a surrey with the fringe on top, and a miniature coach on roller skates.

Following this event, judges selected a Playgrounds King and Queen, on the basis of personality, appearance and physique, a Freckles King and a Pigtails Queen. Formal coronation ceremonies for these winners of the Youth Day honors were held in the Memorial Park Stadium in the evening, prior to the performance of the Century of Progress pageant.

**Summer Tales**—A series of Seashore Story Hours for children, sponsored by the Brooklyn Public Library, was held on Thursday mornings during July and August in Center Lawn, Seaside Park, Brighton Beach, Brooklyn. Groups of children, including some from a nearby day camp, and parents, too, listened enthralled to the tales of storyteller Mrs. Hilda Armeson. This project was an informal supplement to the Brooklyn Library's weekly indoor storytelling hours, held when schools are in session.

**Safe and Sound**—A feature of the 37th National Safety Congress and Exposition, which will be held in Chicago, October 24-28, will be the panel discussion—"Students Evaluate Driver Education and Training—and How!" Fourteen boys and girls from seven cities in various sections of the country will take part, and Joe Kelly of "Quiz Kids" radio fame will be the moderator.

Other sessions during the congress will include those on safety education at the elementary level, the secondary level and the higher level; a meeting

devoted to new safety films; a reception, banquet and Fun Fest.

**Fore!**—Golfers in the Los Angeles, California, area now are enjoying the result of years of planning by the city recreation and park department—the Rancho Municipal Golf Course which was opened for public use in July, following the holding of the U. S. Amateur Public Links Tournament on the new greens.

To assure golfing enthusiasts a fair chance to enjoy the course, the recreation commission has established certain rules to govern play. First come, first served is a strict rule for all, with no reservations for playing time accepted. The course gates open at 4:40 a.m. and play begins at 5:15 a.m. Players are issued tickets for foursomes.

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# Theatrical Services and Supplies

Excerpted from the *Virginia Drama News*, Extension Division of the University of Virginia

This source listing, compiled by the Department of Dramatic Arts of the College of William and Mary, should be a helpful reference for you and your drama group. The suggested sources have been checked to make sure of their willingness to serve small groups.

## Theatrical Shopping Services

**Theatre Production Service, Inc.**, 1430 Broadway, New York 18. Everything for the theatre—consultants, equipment and supplies. Attention of Jean Rosenthal; catalog available on request.

**Movie Supply Company**, 1318 South Wabash Avenue, Chicago 5. Projection equipment, movie screens, opera chairs, stereopticons, curtains and scenery made to order, complete theatre equipment and supplies.

**Art Craft Theatre Equipment Company**, 108 West 46 Street, New York 19. New and used cycs, window drapes, lighting equipment, motor controls, scenery, stage curtains, asbestos curtains, stage hardware, tracks, stage rigging; sale or rental. Catalog available.

## Stage Hardware and Rigging

**J. R. Clancy, Inc.**, 1010 West Beldon Avenue, Syracuse, New York. Complete line of stage hardware and rigging equipment. New catalog just off press.

**Bruckner-Mitchell, Inc.**, 420 West 45 Street, New York. Manufacturers of stage rigging, catalog available on request.

**Joseph Vasconcellos, Inc.**, 43 Dutchkill Street, Long Island City 1, New York. Successors to Peter Clark, Inc., stage rigging. Cut available from "Sweets" catalog.

**J. H. Channon Corporation**, 1447 West Hubbard Street, Chicago 22. Manufacturers of stage rigging. Catalog available on request.

## Stage Lighting Equipment

**Century Lighting, Inc.**, 419 West Street, New York 19. Manufacturers of lekolites, fresnelites, and so on. Catalog available.

**Kleigl Brothers and Universal Stage Lighting Company, Inc.**, 321 West 50 Street, New York. Manufacturers and dealers in all types of stage lighting equipment.

**Sol Weiner**, 38 West 28 Street, New York. Complete line of scenic artists' supplies. Price list available.

**Newton Stage Lighting Company**, 253 West 14 Street, New York. "Lighting for the stage, particularly adapted for the needs of school and church auditoriums." Free illustrated price list.

**General Radio Company**, Cambridge 39, Massachusetts. Manufacturers and dealers of "variacs." Bulletin available on request.

Gelatine may be obtained from almost any stage lighting house.

## Scene Canvas

**The Astrup Company**, 39 Walker Street, New York. Flameproofed and unflameproofed canvas and muslin. Specialists to the theatre trade.

## Properties

**Encore Studios**, 410 West 47 Street, New York. Six floors packed with props from by-gone shows. Rental or sale. Properties made to order.

**Felipelli General Flower and Decoration Company**, 311 West 50 Street, New York. Paper and cloth flowers, leaves, vines, and plants; artificial decorations of every description.

**Universal Flower and Decorating Company**, 319 West 48 Street, New York. Theatrical flowers and decorations.

## Scene Paints

**A. Leiser Company**, 48 Horatio Street, New York. Complete line of scene painters' colors and supplies. Catalog.

**Gothic Color Company**, 90 Ninth Avenue, New York 11. Complete line of scenic artists' supplies and colors. Catalog.

**Aijo Manufacturing Company**, 130 West 21 Street, New York 11. Complete line of scenic colors and dyes. Color cards available.

## Sound Recordings

**Gennet Records**, Richmond, Indiana. Gennet sound effect recordings. Catalog.

**Thomas J. Valentino, Inc.**, 1600 Broadway, New York. Distributor for Major and Gennet sound effect recordings. Catalogs.

**Charles Michelson**, 67 West 44 Street, New York 18. Distributor for Speedy-Q sound effect recordings.

**Lang-Worth Features Program, Inc.**, 113 West 57 Street, New York 19. Mood music recordings. Catalog.

## Make-Up Supplies

**M. Stein Cosmetic Company**, 430 Broome Street, New York 13. Stein make-up. Booklet of instructions available.

**Paramount Cosmetics**, 797 Seventh Avenue, New York. Mehron, Stein and Max Factor available from one source.

**Gray's Drug Store**, 1690 Broadway, New York 19. Specializing in all makes of stage and screen make-up.

## Costume Rental

**Eaves Costume Company, Inc.**, 151 West 46 Street, New York. Rentals from stock of over 100,000. Theatrical, historical and uniforms.

**Brooks Costume Rental Company**, 1152 Sixth Avenue, New York. Costume rental from stock of over 100,000.

**Van Horn Sons**, 12th and Chestnut Streets, Philadelphia, Pennsylvania. Large stock, specializing in educational dramatics.

**Lester, Ltd.**, 14 West Lake Street, Chicago. Theatrical costumes, fabrics and accessories. Specializing in costumes and materials for dances, revues, skits, and so on.

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In use, it has the rigidity of a stationary backstop . . . but it can be whisked out of sight or set up again in a jiffy . . . It is secured to the floor by four easy-turning hand-wheels that screw into flush floor-plates, so no obstructions remain when the "Rollaway" is stored under the stage or in the equipment closet . . . Simply withdraw four lock-pins and the "Rollaway" collapses, and rolls away on 5-inch casters . . . Yes, these are some of the reasons why Architects, School Boards and Coaches unanimously agree the Porter "Rollaway" is in a class by itself . . . Further, the Rollaway complies with all official requirements, has the bank braced out 5-feet from the vertical support . . . and is supplied with either fan-shaped or rectangular bank . . . Write for attractive price and if for stage use give the distance from stage to playing court.

When folded for storage the Porter "Rollaway" is only 38-inches high (not including the goal). It can be stored under the stage.



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A cowboy quadrille adds spice in Pontiac, Mich.

### Milwaukee Introduces a New Wrinkle in Its Local Square Dance Program

**G**ET INTO THE dance, with some lively music and a good caller! This has been the community cry in Milwaukee and the whole State of Wisconsin, one of the hotbeds of the square dancing enthusiasm now sweeping the nation. From all reports, they really have fun out there. Today classes are conducted for beginners, advanced square dancers and callers at eleven various social centers, with the largest gatherings at the Wisconsin Avenue social center. The windup of the season is an all-city square dance jamboree for all class members.

But the latest wrinkle, also spearheaded by the Milwaukee Department of Municipal Recreation, is the opportunity to learn to square dance by radio, thus bringing this gay activity right into one's own home. Can't you picture the youngsters and their friends and grandpa having a riotous time untangling themselves from a mixed-up set? It can happen here!

The department, in cooperation with the *Milwaukee Sentinel* and radio station WISN, has

*Make up  
a Party at  
YOUR House*

been conducting a radio series of square dance instruction every Saturday night at ten o'clock, continuing for thirteen weeks. The *Sentinel* publishes a page of diagrams each Saturday morning as a visual aid for use while listening to the radio instruction. Through daily stories the paper is encouraging readers to make up a party in their homes each Saturday night and follow the calls. The radio square dances are broadcast for relaxation, fun and neighborliness, which all adds up to Milwaukee "gemuetlichkeit."

When the radio station broadcasts the square dance calls, a set is working in the studio with the caller. The first program featured specific instructions and practice in the basic steps of the square dance. Radio listeners receive the instructions and follow the caller; and if they get mixed up, as they will, they are asked to fall back to the home position and wait for the next call.

The square dancing in the program of the Milwaukee Recreation Department appeals to all ages, from teen-agers to adults. Classes that have been

started in the various social centers are filled to capacity. Dancers in the advanced groups appear in costumes of gingham dresses for the women and plaid shirts for the men. Enterprising stores are capitalizing on the square dance interest by advertising western skirts of washable denim, trimmed with white suede fringe, pockets and belt loops, ranchers' hats, neckerchiefs and boots for the women. The men wear "Big Bill" hats, neckerchiefs, frontier pants, boots and both plaid and two-toned shirts.

The square dance jamboree held in the Milwaukee Auditorium in January attracted some 5,000 dancers. The recreation departments of West Allis, Whitefish Bay, Wauwatosa and West Milwaukee, all in the Milwaukee metropolitan area, have large groups of square dancers in their recreation centers. Commercial square dances are also being conducted in country dance halls within a fifteen-mile radius of Milwaukee. Last summer the Milwaukee Department of Municipal Recre-

tion conducted square dancing outdoors on the lighted tennis courts and attracted good crowds.

The class for callers conducted by the department has a good enrollment, and not only assures the square dance fans that callers are available whenever a group meets, but teaches them how to call their own. Many a quiet, retiring person has surprised and delighted himself and his friends. New callers are now blooming like the rose! With the new radio program, every square dancer has an opportunity to enjoy himself in his own home, to try his wings with as much privacy as he desires.

## Community Grandmas of 1949

**Teresa V. Larson**

Surely times are changing, for in dear old days of yore  
We knew that grandma'd keep the kids when we went to the store.  
And always after wash days, with piles of clothes to mend,  
On our grandma with her thimble we always could depend.

But now with recreation parks in every neighborhood,  
The youngsters rush to playgrounds while their grandma's getting good  
At "do-si-do yer partners" and then "promenade the hall,"  
Ignoring aches and rheumatiz to "swing yer partners all."

Of course on afternoons they find no men are to be had,  
But does that stop them? No, siree! Some take the part of Dad.

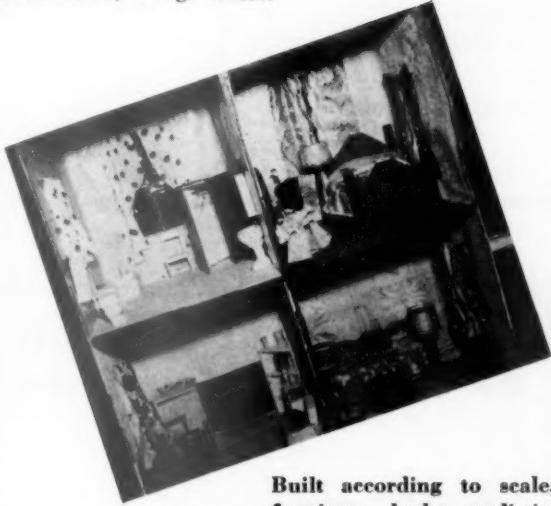
With overalls and son's gay shirts, bandanas and a cap  
They make the cutest, gay old blades to "swing that gal with snap!"

They swing 'em hi—they swing 'em low—they "hurry to keep time,"  
Their eyes are bright, their steps are light, they "balance four in line."  
In olden days Gram shook her head in dignity and scorn  
At antics of the light in heart, but now she seems reborn.

With circulation so stepped up, and cheerful plans ahead,  
She seems more understanding; so we don't mind being led  
Along life's rocky pathways, sharing bad and good,  
For we are junior partners in both fun and livelihood.



Houses are made of cardboard boxes, orange crates.



Built according to scale, furniture looks realistic.



Seeded lawns and rock gardens add to landscaping.

# Doll House Contest

A. J. GATAWAKAS

ALTHOUGH THE housing situation has assumed a significance of national proportions, with problems of labor, costs, material, and the like remaining to be solved, these obstacles vanished in the face of a determined and uninhibited approach to the housing shortage by the "small fry" of the City of Norfolk, Virginia.

Sponsored by the Recreation Bureau, a city-wide doll house contest proved, beyond a doubt, that the task of providing future housing accommodations will be in capable and qualified hands. The imagination and ingenuity exhibited by these embryo architects, interior decorators, carpenters, and so on, have proved, in many instances, to be nothing short of amazing. The architectural design, landscaping and interior furnishings of these miniature homes provided ample confirmation of their ability.

Cardboard boxes and orange crates were used for the main structure. The size of the houses varied from a four-room home to a seven and a half-room, three-story building. Furniture was carved or fashioned from soap, clay (ceramics), wooden tongue-depressors, thread spools, clothespins, buttons and match sticks. Handwoven rugs and linoleum squares decorated the floors.

Each community center had one doll house as its project, and all the boys and girls contributed their bit toward its completion. The "heavy work"—erection of the houses, rock gardens, the walks—was done by the boys, and the girls added the feminine touch to the interiors.

All of the furniture and equipment was constructed according to scale. Some of the rooms looked so realistic and comfortable that one felt the urge to relax in the living room or play a game of ping-pong or shuffleboard in the recreation room. The acquaintance of the children with modern miracles of science was illustrated by one living room which contained a television set.

Other outstanding interior features included pleated lamp shades, small bone rings for draperies and shower curtains, miniature magazines on card tables, a tile bath, a play pen in the nursery

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*Author, assistant director, Norfolk Recreation Bureau.*

with a baby in it, a clock with movable hands, a reproduction of an oil painting, and more. Among other special features of the exhibit were a picket fence, real glass windows, venetian blinds, a lily pond, a china closet, brick walls, a flagstone walk, a fireplace, a medicine cabinet, awnings, a country home style house, a mail box, a hand woven nylon rug, window boxes, and so on.

Most of the houses had a garden and lawn. One actually had a seeded lawn and a small rock garden. Another boasted of a backyard playground with a hard-surface area and playground equipment. A fish pond adorned the front lawn of one imposing residence. Another had a rose trellis and lily pond, and one home could be reached via a flagstone walk. Colored sawdust and green sweeping compound passed for lawns very realistically.

Ribbons were awarded each center according to the following judging sheet, and personal recognition of the children's efforts was made by the use of table cards reading, "Architecture by —," "Interior Decorating by —," "Landscaping by —," and listing the name or names.

The houses will remain at each center as an integral part of its physical facilities. The youngsters will use them regularly as a realistic background for their "grown-up" tea parties, and undoubtedly plan for future structural additions and interior renovations.

#### Judges Score Sheet

1. Best constructed and durable house and furniture.
2. Best landscaping of exterior.
3. Most originality in interior decorating.
4. Most beautiful home (interior and exterior) and furnishings.
5. Most suitable plans and architecture for this climate.
6. Most harmonious in color and furnishings selections.
7. Most convenient arrangement of floor plans and furnishings.
8. Most home-like atmosphere.
9. Best built furniture.
10. Most original idea.

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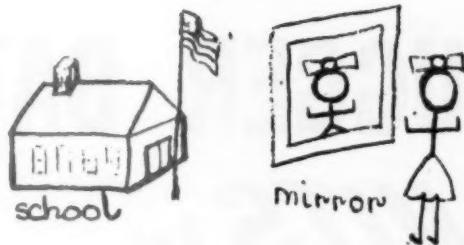
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#### **National Section on Women's Athletics**

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# Patterns for Play

Karen Newton



**ARTIST** is played by a group with one person, usually the teacher, acting as leader. The players are divided into teams of four or five. Each team is given a pad of paper and a pencil. One person from each team is chosen artist.

The artists go to the leader, who shows them a paper with a word or a group of words written on it. For example, the paper may say "mirror." Then the artists go to their teams and without saying a word draw on their pad a picture to suggest the word "mirror." The members of a team try to guess the word before the other teams can guess it. The winning team, the one which can guess the word first, scores one point. Each player is the artist of his team in turn.

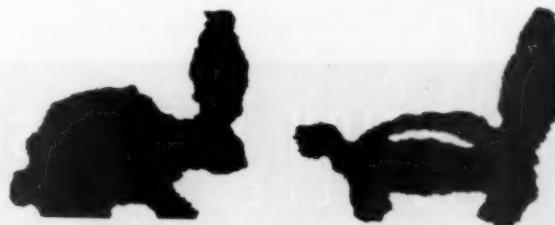
The artists must not speak a word while making their pictures and may not write any words or numbers on their pictures to help their teammates guess what they have drawn. The artist may nod "yes" or "no" to tell his teammates whether they have guessed what he is drawing. The leader should be prepared with a list of suitable words, such as mirror, snowshoe, doughnut, steeple, baby, candle, school, tail, bow and arrow, shoes and socks, horse, fire, rose, cheese.

**MATCH UPS.** Collect two each of a number of small objects, such as keys, spoons, pencils,

erasers, balls, nuts, nails, screws, buttons, safety pins, bobby pins, paper clips, rubber jar rings, rubber bands, corks, and clothespins. Have as many different objects as there will be children in your group.

Give a different object to each child. Have the remaining objects in a box or piled on the table. Have the children find the mates in the pile. Repeat this several times, giving each child a new object for each game. When it is time to put the objects away, have the children arrange them on the table in pairs, beginning with the smallest ones. As you put them back in their box, talk about the objects and for what they are used.

**ANIMAL TEAR OUTS.** Give each child a sheet of colored construction paper. Tell him to tear it with his hands into an animal, making his animal as large as possible. Allow about ten minutes for this and then have the animals tacked onto a cardboard to show them off. Use white for the dark colors and black for the light ones. Instead of animals you may have birds, flowers, things to eat or the "person on your right" torn out. Sometimes it is fun to save the scraps of paper from your first tearing to use for a second and third tearing, though this will mean that some of the finished products will be tiny.



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# In the Field . . .

Ralph Van Fleet



RALPH VAN FLEET is a big man who takes to life in Florida like a native. All of his work for the National Recreation Association has been done in that state and in Georgia. "A wonderful place to live and work," he says, "wonderful." His manner, which is easy and sociable, helps considerably with his success in the recreation field. Always, however, it is kept directly in line with a strong adherence to principle and forceful purpose, which will brook no interference.

Van was born in a small town in Pennsylvania, settled by the Van Fleets and called Fleetville. His early education was a more or less local affair, for he went to Keystone Academy in Factoryville and then to Mansfield State Normal School, where he majored in physical education, and from which he was graduated in 1918. The Army immediately claimed his services, but after a year he was free to start a teaching career.

There was a job open in a rural Pennsylvania school—one of those serving about forty children and eight grades. He took it on and, along with teaching everything else, instructed the children to play and really to have fun. Van has never believed in the old formalized gymnastics and from the beginning was one of the progressive group in physical education who believes that the best of physical and other values can most effectively be achieved through the enjoyment of informal play.

At the end of three years he moved to St. Petersburg, Florida, to take a job as teacher and principal and supervisor of physical education in the public schools. There, too, he stayed for three years, during which time he was persuaded to

accept the additional responsibilities of superintendent of local parks. He was enjoying it, and might have stayed longer had he not surprised himself by being lured to Clearwater and a job as organizer and director of an ambitious church recreation program. It was a challenging one, to be generously financed, aimed at serving everybody in the community, supplied with a new and beautiful building, and was sponsored by the Peace Memorial Presbyterian Church. Van turned the offer down at first, but finally was won over when they made him realize the potential scope of the work, and the free hand which was to be given the person in charge.

He started with a community youth program which almost immediately jammed the doors and rapidly grew into a program for adults, too. He stayed with the project, always expanding it, until a city recreation department was formed, at which time he became city superintendent of recreation. The change came after five years, when the church narrowed its program to one for church members only—and Van turned to the city for wider service. A political turnover in Clearwater in 1939 resulted in his resignation and move to Panama City, where he took a principalship with the county schools.

For several years he had been growing acquainted with the National Recreation Association through an old-timer—J. B. Williams, then NRA district representative in the area. Mr. Williams introduced him to a National Recreation Congress in Atlantic City in 1936. There he met the late Howard Braucher, George Nesbitt, John Faust and other Association personnel. He remembers

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being particularly impressed by Mr. Braucher at the time—seeing him address meetings, hearing him in discussions.

It was natural then, that Ralph Van Fleet would welcome the opportunity to do a wider job, under the leadership of this man, when such an occasion presented itself. He was in his hotel room in Panama City one night when the phone rang, and Charlie Reed was on the line telling him that he had been selected as the Association's district representative for Georgia and Florida. He came to New York for an interview and in February, 1946, gladly accepted a position with the National Recreation Association.

Through the succeeding years he has found, as he anticipated, that the satisfactions of the job are many. Among them he first mentions the people he meets. He says, "I think I work with some of the best people in the world. When you go into a city and seek out those who are thinking in terms of bettering the welfare of the community, you find the best, clearest thinking people in the town. I always have a desire to visit every city in my area."

Van feels that it is so easy to get into a rut, to ride along doing the same old thing, taking the line of least resistance, and emphasizes that a program should grow, should have variety, be different each year. When a new recreation superintendent asks him for advice he says: "First, as a superintendent you can behave yourself, do as you are told, not make anybody mad, stay between 'yes' and 'no,' and you'll probably be right there for years and never be worth a darn. *On the other hand*, you can go in there and really do a job, stand up for what you know should be done—and you may stay a long time or you might be out in two years' time. Take your choice."

He vigorously stresses the importance of doing a good over-all community recreation job which, of course, involves working closely with, and helping all other local agencies concerned with recreation interests.

One last satisfaction, but certainly not the least, is the opportunity to meet with other professional recreation people in groups and conferences. He says that you find there a warmth of feeling, informality, understanding and fellowship seldom found in other groups—and he has been to meetings and conventions of many different kinds. "Recreation people seem to belong to an invisible fraternity," he states, "and being one of them is one of the greatest experiences a man can have."

Of course, as district representative you run up against a variety of problems, as you do in any job. One problem in his district is that of fighting

to keep recreation out of politics, and of getting boards to employ qualified recreation leadership instead of local political choices. Another area problem is that of helping communities to "keep pace." They usually want to advance as rapidly as other communities which they hear about; they want their budget to advance as fast as other budgets.

About the matter of proper planning of recreation facilities, he says, "Many of our cities are prone to spend a great deal of money for facilities without giving proper attention to location, needs or to the people whom they are to serve. They'll have five acres in an inconvenient spot and say 'Let's use those.' There is a general lack of foresight in planning."

In program, too, Van is concerned with a lack of imagination in planning, especially for playground activities. Van himself has the faculty of stirring the imagination of children in anything to be done, even in work. When he taught gym, everything was a game. When the youngsters were using the traveling rings, for instance, they were "taking a trip" to some definite place, calling out the names of stations as they moved from ring to ring. He believes that you have to get down to their level and do what they want to do, like to do, and then help them learn. They must have adventure, new things to interest them.

While working through Florida, Ralph Van Fleet managed to continue college work and received his B.S. degree in physical education and sociology from Southern College at Lakeland. Other college courses were squeezed in along the way, and he has always contrived to take what short courses he could from the National Recreation Association.

It was in Florida, too, that he met and married his wife, who was then teaching in St. Petersburg. Now, the Van Fleets, who own their own home in Clearwater, have two boys, both University of Florida students. "Our home," says Van, "is a place of relaxation and rest, where we can all do what we like to do." There, he and his boys work together in developing new species of plants, fruit and flowers. Van is a plant fiend, and one of his favorite leisure-time pursuits is just being at home, working with his roses, experimenting with new varieties of flowers and rare plants. Actually, his number one leisure-time hobby is to travel with his family, enjoying the sharing of new experiences and adventures whether for one day, or a month. They love to see new places, have picnic lunches, go mountain climbing, see a few ball games—together.

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## Phoebe Hall Valentine Retires

• MRS. PHOEBE HALL VALENTINE retired on the first of August after twenty-eight years of effective service as Executive Director of the Smith Memorial Playgrounds and Playhouses in Philadelphia, Pennsylvania. At its inception, the Smith Memorial, now fifty-five years old, was and still is a most forward-looking charitable trust, administered by the Fidelity-Philadelphia Trust Company. It was created under the wills of Richard and Sarah A. Smith, and provided first for the erection and operation of a beautiful playhouse and playground in East Fairmount Park, opened to the public just fifty years ago this past summer. Some twenty years later, after careful study and consultation with other recreation and social agencies in Philadelphia, the trustees began to acquire and develop several effective play centers in the congested areas of the city.

In 1921, while serving as Commissioner of Charities for the City of Schenectady, New York, Mrs. Valentine was called to Smith Memorial. Because of her broad background of knowledge and training in the field of social work, and her intense interest in healthful and happy recreation for the city child, she was appointed executive director of the project. Since then, she has carried the responsibility for the general supervision of the projected plans of the founders of the trust.

Mrs. Valentine has interpreted the purpose of the founders as not just to keep children off the streets, but to demonstrate the value of education through play—education not only in arts, crafts and sportsmanship, but also in the rarer art of living, working and playing together with friendship and good will. She believes that the intangible influence of this experience in the lives of thousands of children is the real memorial to the founders.

Mrs. Valentine's constant effort to keep high the personnel standards of her project has been a rewarding contribution to its success. To bring maximum benefits to the thousands of children using the centers, she has felt that all leaders should have as much preparation and experience as possible in the fields of recreation, education and social work. With the spirit of a pioneer in good works, Mrs. Valentine also has contributed helpfully through active board and committee work to other fields of

social welfare. For many years she has had a deep interest in recreation in children's institutions, and has frequently attended the national recreation congresses. By the appointments of several Pennsylvania governors, she has served on the Board of Mothers' Assistance and on the Philadelphia Board of Public Assistance. Other fields of active interest have included the blind, the aged, the juvenile delinquent and the minority groups.

Now that she has retired from active duty, Mrs. Valentine will have more time for many of her other personal interests, such as taking simple nature walks or poking around in roadside antique shops. Her countless friends wish her much happiness and contentment.

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## J. Edward Hargraves



**J. EDWARD HARGRAVES**, well-known city recreation director, died in his native Chattanooga, Tennessee, on August 5, 1949, at the age of forty-six, after a heart illness of less than a day.

Mr. Hargraves attended Chattanooga public schools and the University of Chattanooga, later taking graduate studies in business and law. He was associated with the Chattanooga public school system for sixteen years as teacher and coach, serving part of this time as director of recreation for the city. Since 1934, the year of his appointment as director, he had done much to give Chattanooga a good public recreation system and to increase the city's interest in, and enjoyment of, organized amateur sports.

In all of his work Mr. Hargraves kept before him, as one of the important objectives, equal recreation opportunities for Negro and white citizens. Only a few days before his death he had the pleasure of seeing a new public golf course opened for the Negroes.

Mr. Hargraves believed heartily in adequate training for recreation. It was his custom to arrange for leadership training institutes for his staff each year. He wrote the National Recreation Association earlier this year: "It is my thought that

no department of recreation can travel any faster or obtain any height beyond the individual training and efficiency of the staff."

The interests of Mr. Hargraves were broad and varied. An ardently active lay worker in the Methodist church, he was also active in the Optimist Club where he had served as president and as district governor. Locally he served the Optimists so effectively as chairman of the Boys' Work Committee that he recently had been appointed professional advisor on boys' work for Optimist International. He was active in meetings convened by the National Recreation Association, serving as a discussion leader at the National Recreation Congress in Omaha last year and as a session chairman at the Tri-State Recreation Conference in Jackson, Mississippi, in March of this year.

Prominent in athletic circles in the southern district, Mr. Hargraves had served as district chairman for the Amateur Athletic Union, commissioner of the Southern Basketball League, southern director of the American Baseball Congress, president of the Tennessee-Georgia Baseball League and of the Times Twilight Baseball League. Friends and colleagues of Ed Hargraves will always remember him as a friend of youth.



# New Publications

*Covering the  
Leisure Time Field*

## Stories to Read and Tell

*Something Old, Something New*, by Dorothy Canfield. William R. Scott, New York. \$2.50.

*Feasts and Frolics*, selected by Phyllis R. Fenner. Alfred A. Knopf, New York. \$2.50.

**N**Ow that programs are moving indoors, story-telling is more than ever in order, and leaders will be pleased to know that two new, very good books have just been published.

In *Something Old, Something New*, Dorothy Canfield, one of our best storytellers, retells favorite family stories of real people with a warmth which makes the pioneer spirit come alive. The tales she relates—some romantic, some heroic, some humorous—depict the lives of the people who were and are America.

*Feasts and Frolics* is a delightful collection of stories which will transport you to many different worlds. In this book you'll find special stories for special days—Easter, Thanksgiving, Independence Day and fourteen others—which can be enjoyed on other days of the year as well.

## Shower Parties for All Occasions

By Helen Emily Webster. The Woman's Press, New York. \$3.00.

**A**S A LIBRARIAN, Miss Webster must answer requests for all kinds of information, and she has observed an increasing demand for shower-party ideas in recent years. Her book, therefore, is an answer to this need.

Successful parties do not just happen, but are planned so carefully that the details are not apparent and the activities appear to happen spontaneously. "Simply a born hostess," guests are heard to say after a delightful evening, unaware that planning is the basic secret. Here, however,

Miss Webster has assembled a collection of ideas and suggestions for unusual parties which not only goes into pre-party planning but shows that they may be inexpensive and easy-to-give as well as entertaining.

Actually, the parties covered include not only engagements, but anniversary, baby, going away and birthday celebrations, complete with unique themes, decorations, games, menus. A chapter, "Set the Stage for Fun," gives detailed instructions for making favors, place cards and decorations for the table, walls and light fixtures.

Miss Webster's familiarity with different parts of the United States is evident in the regional and seasonal flavor which she has given to her party ideas. Special hobby interests in such things as books, photography, gardening and music also are reflected throughout the book.

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